WELLESLEY COLLEGE BULLETIN

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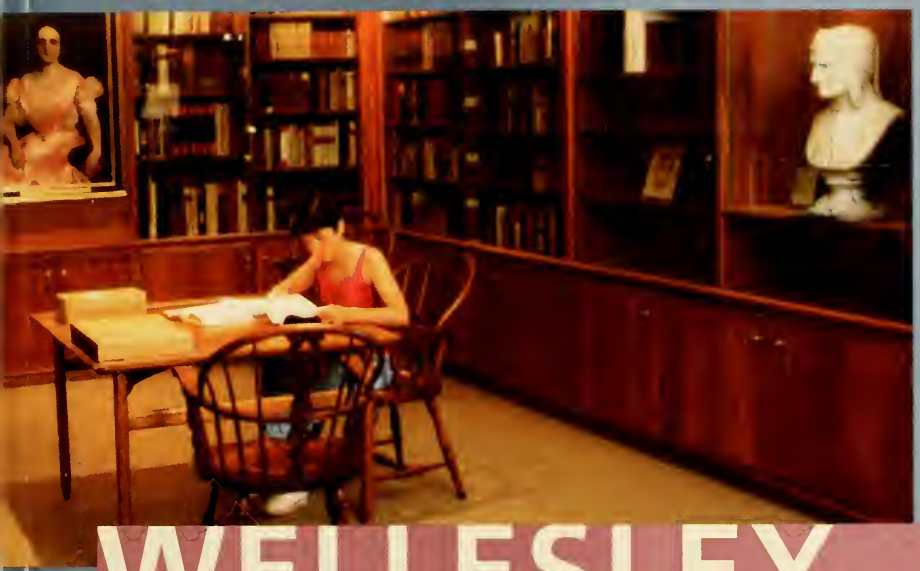
September 1991



WELLESLEY

1991-92 CATALOG ISSUE

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Vol. 81, No. 1 September 1991
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Academic Calendar 1991-92

First Semester

AUGUST

New students arrive	30, Fri.
Orientation	31, Sat. through Sept. 4, Wed.
Returning students arrive	31, Sat.

SEPTEMBER

Central check-in	4, Wed.
Convocation	4, Wed.
First day of classes	5, Thurs.

OCTOBER

Fall recess begins (after classes)	11, Fri.
Fall recess ends	15, Tues.

NOVEMBER

Thanksgiving recess begins (after classes)	27, Wed.

DECEMBER

Thanksgiving recess ends	1, Sun.
Classes end	10, Tues.
Reading period begins	11, Wed.
Examinations begin	16, Mon.
Examinations end	20, Fri.
Holiday vacation begins (after examinations)	20, Fri.

JANUARY

Wintersession begins	6, Mon.
Wintersession ends	24, Fri.

Second Semester

JANUARY

Classes begin	27, Mon.

FEBRUARY

President's Day (no classes)	17, Mon.

MARCH

Spring vacation begins (after classes)	20, Fri.
Spring vacation ends	29, Sun.

APRIL

Patriot's Day (no classes)	20, Mon.

MAY

Classes end	5, Tues.
Reading period begins	6, Wed.
Examinations begin	11, Mon.
Examinations end	15, Fri.
Commencement	29, Fri.

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance. Student guides are available to provide tours for visitors without appointments. Visitors may, however, wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

President
General interests of the College

Dean of the College
Academic policies and programs

Dean of Students
Student life
Advising, counseling
Residence
MIT cross registration
Exchange programs
International students
Study abroad

Class Deans
Individual students

Dean of Continuing Education
Davis Scholars &
Postbaccalaureate students

Director of Admission
Admission of students

Director of Financial Aid
Financial aid; student employment; fellowships; student loans

Bursar
College fees

Registrar
Transcripts of records

Director, Career Center
Graduate school; employment; general career counseling of undergraduates and alumnae

Vice President for Finance and Administration
Business matters

Vice President for Public Affairs
Media; publications; special events

Vice President for Resources
Gifts and bequests

Executive Director, Alumnae Association
Alumnae interests

Address
Wellesley College
106 Central Street
Wellesley, Massachusetts 02181
(617) 235-0320

THE COLLEGE

The College

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence to fulfill them. At Wellesley, a student has *every* educational opportunity. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old and can never become obsolete.

Wellesley is a college for the student who has high expectations for her personal and intellectual life, and for her career. Beyond this common ground, there is no Wellesley stereotype. Students at the College come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Wellesley students are Asian-American, African-American, Chicana, Latina, Native American, and white. Through the Davis Degree Program, a number of women beyond the traditional college age, many of whom are married and have children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people is made possible, in large part, by the College's aid-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Wellesley's founder, Henry Fowle Durant, was an impassioned believer in educational opportunity for women. Throughout its 116-year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women. The Wellesley College Center for Research on Women, a policy-oriented research institution on campus, was founded in 1974 and has produced much work of national importance about the role of women and men in contemporary society.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to

establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change and quick to incorporate new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. Some departments also offer minors. A multidepartmental first-year student writing course and a multicultural course are degree requirements.

Wellesley students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major.

Introduced seven years ago, the Cluster Program provides for first-year students a new format in which to study traditional materials of the liberal arts curriculum.

The Wellesley-MIT Cross Registration allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a large variety of MIT subjects, largely in the social sciences, planning, and management, as well as courses in computer science, engineering, mathematics, and the sciences. Popular courses have been "Issues in Architecture," "Financial Management," "Cost Accounting," and "Field Geology." Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with Brandeis University in nearby Waltham, Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia, and Mills College, in Oakland, California.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad is available through several

Wellesley funds. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or summer. There are also several funds for study in Asia during the academic year and the summer.

The Wellesley faculty are scholars composed of scientists, artists, and political and economic analysts who have achieved highest recognition in their fields. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community, and are available to students long after the end of class.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of concern. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Learning at Wellesley is supported by excellent academic facilities. Wellesley students have access to virtually all the collections on campus through a computerized library system: a total of over 1 million items, including 650,000 bound volumes, 2,800 periodicals, 210,000 microforms, 14,000 sound recordings, a comprehensive file of federal and international documents, and archives documenting the College's history. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center, recently expanded and renovated, brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories in the Science Center are completely equipped for a wide variety of fields. The Center also includes an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center, a complex consisting of the art department wing and the

theatre and music wing, linked by the Wellesley College Museum. A new museum and Cultural Center is under construction and the Jewett Arts Center is scheduled for improvements.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks, through educational programs, to integrate academic and extracurricular life. Residence life is administered in several different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of lifelong importance. The College encourages self-expression through any of the over 100 established student organizations, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The College chaplaincy offers a religious program in many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on committees of the Academic and Administrative Councils, including the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1901 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Nonresident Student Organization.

Each student who comes to Wellesley College joins an extended community, composed of the thousands of alumnae who have preceded her. Some of them have been outstanding scholars and researchers; others have been leaders in politics and social issues; still others have made important contributions to their communities through volunteer work. We are proud of our alumnae. Their contributions, however they have chosen to make them, prove that four years at Wellesley College *is* just a beginning.

The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower which rises 182 feet.

Facilities & Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, and psychology. The Center includes up-to-date and well-equipped teaching and research laboratories and is undergoing expansion and renovation to be completed in 1991.

The Science Library is a part of the Center. It has over 95,000 volumes which include collections from all of the above departments. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, microfilm facilities, portable computer terminals, even tool boxes for loan are under the supervision of a science librarian.

Greenhouses

The Margaret C. Ferguson greenhouses, named in honor of a former Wellesley professor of botany, contain more than 1,000 different kinds of plants. The 15 houses, completely renovated to be energy efficient, can be controlled separately, providing a range of conditions from temperate to tropical. Laboratories used for botany classes open directly into the greenhouses, where considerable space is set aside for student and faculty research and classroom instruction. The greenhouses and the adjacent 22-acre Botanic Gardens are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the Astronomy Library. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope, as well as state-of-the-art electronics and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built

in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

The academic computing facilities consist of a VAX-8550 time-sharing computer system and two MicroVAX-II computers. One is dedicated to Computer Science instruction and research, the other to high-resolution computer graphics. These computers are connected to a campus-wide network which allows connections from labs, offices, and terminal rooms. The library catalog is also available through the network. High-speed printers and laser printers are available from any machine on the network. In addition, microcomputers are available in terminal rooms, microlabs, and in common rooms in the dorms.

Jewett Arts Center

The Jewett Arts Center consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing.

The art wing contains the Art Department offices and classrooms, the Art Library, an extensive slide library, photography darkrooms, and a print laboratory. The music and theatre wing houses the Music Library, listening rooms, practice studios, classrooms and offices. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a 320-seat theatre, is used for chamber music performances, theatre events, lectures and symposia.

The Wellesley College Museum

The Museum was founded in 1889 to provide original works for the study of art. Since that time, the Museum's holdings have grown to include 4,000 objects that span the 3,000 years of the history of art. To meet expanded educational and exhibition program needs, a new museum facility will open in 1993. This facility will include galleries for paintings and sculpture and works on paper from the collection as well as a gallery for temporary exhibitions. It will also house a print room, study gallery, cinema and cafe. During construction, objects from the collection will be made available for study purposes. The Print and Drawing study, currently located in the Jewett Arts Center, will continue to operate as a study facility for students, faculty and visiting scholars.

Margaret Clapp Library

The College Library's holdings (including Art, Astronomy, Music, and Science Library collections) contain over 1 million items including 660,000 bound volumes, 2,800 periodicals, 210,000 microforms, 15,000 sound recordings, and an important collection of federal and international documents. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

The Special Collections include letters, manuscripts, and rare

books and the Archives contain materials documenting the history of Wellesley. The Language Laboratory, the Faculty Instructional Computing Center, and the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings.

A computerized library system provides online information about the College Library's holdings. The system is accessed from computer terminals located in each library and other sites around the campus.

Continuing Education House

The CE House is the official home for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students. The offices of the Dean of Continuing Education and her staff, who coordinate the academic and support systems for students, are located there. The CE House is a gathering place for student meeting, study groups, peer advisor workshops, special events and informal get-togethers. Students elect their own House Council President and Council members who plan activities for the community. Student advisors serve as peer counselors providing personal support and information for new students entering each semester.

Child Study Center

The Child Study Center is a preschool and laboratory which serves the College and the neighboring community. It is housed in the Anne L. Page Memorial Building, which was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; research equipment is available at both locations.

Physical Education Facilities

Classes for all indoor sports and dance are conducted in the Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash and racquetball courts; a weight room; exercise/dance studios; volleyball courts; and an athletic training area. The field house has basketball and indoor tennis courts and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a nine-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

Alumnae Hall

The largest auditorium on the campus, seating 1,500 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for extracurricular life at the College is Schneider College Center. It provides lounge areas, a cafeteria, an entertainment stage, a convenience store, meeting rooms, offices for Schneider Board and College Government, facilities for nonresident students (lounge, mailboxes, kitchen, study room), a lounge and kosher kitchen for Hillel, a student staffed Info Box, the student-managed Café Hoop and Candy Store, *Wellesley News*, *Legenda*, and the Wellesley College radio station, WZLY. It also contains offices for the Center Director, Director of Residence, Manager of Schneider Food Service, and the Chaplaincy.

Harambee House

Harambee House, the cultural and social center for the African-American community at Wellesley, offers diverse programs which are open to the entire College community. The programs which highlight the various aspects of the African-American culture are presented throughout the academic year. Harambee has a growing library of the history and culture of African and African-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and *Ethos Woman* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

Slater International Center

Slater International Center is a multicultural center for international and American students and faculty. The Center serves campus organizations that have an interest in international and multicultural affairs and helps to sponsor seminars and speakers on those topics. The International Student/Multicultural Advisor, whose office is located in the Center, counsels students from abroad as well as Asian-American and Latina students. She also handles immigration matters for students and faculty. The Slater International Center is the headquarters for all international and multicultural organizations providing student members a place to study, cook, entertain, and get to know each other better. In addition, the Center coordinates a peer counseling group of international students to help new students make a smooth adjustment to the United States.

Society Houses

There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester first-year students. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House is for students with an interest in modern drama. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic and Administrative Council and trustee meetings and class and seminar rooms. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary consists of an outpatient clinic and hospital which is licensed by the State and is an institutional member of the American College Health Association.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, students, faculty and staff, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are used for many special occasions. Overnight accommodations are available for alumnae and for parents of students and prospective students.

Center for Research on Women

The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's education, employment, and family life with special emphasis on the concerns of women of color. Extensive research and program work is being conducted on gender equity, curriculum change, childcare, mother/infant bonding, and stress in the lives of women and men. *The Women's Review of Books* is published at the Center.

STUDENT LIFE

Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations, volunteer programs and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. Among the organizations are Mezcla, an association of Chicana, Native American, Latina students and Alianza whose members come from Latin America and Puerto Rico; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Womyn's Alliance, a group interested in feminist issues; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Campus Crusade for Christ, and Christian Science Organization offer many programs throughout the year.

Students are also responsible for a number of publications, among them *Wellesley News*, the student newspaper published twice a week; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *WRagtime* a literary publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Career Center Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Chaplaincy coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, and opportunities for competition in club sports such as softball, skiing and rugby. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. Wellesley's Sports Center includes an eight-lane competition swimming pool, badminton, squash and racquetball courts; a weight room; exercise/dance studios; volleyball courts; and an athletic training area. The field house has basketball and volleyball courts, indoor tennis courts and a 200-meter track. Lake Waban is used for water sports and Paramecium Pond for ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Chamber Orchestra, the Prism

Jazz Ensemble, the Blue Notes, the Widows the Tupelos, the Collegium Musicum, the Chamber Music Society, the Ethos Choir, the Carillonneurs Guild, and the MIT Orchestra are some of the many groups which offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society.

Life at Wellesley also includes a number of traditional social events. Junior Show, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the center of community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the African-American community at Wellesley. Harambee sponsors lectures, music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are presented also by Mezcla, the Asian Association, and Hillel and many other student organizations.

Student Residences & Resources

Although some students live off campus, most live in one of Wellesley's twenty residence halls. For resident and nonresident students alike, the College provides the counseling, religious, and health services necessary to ensure the students physical and mental well-being.

Residence Halls

The residence halls are the focus of much campus life. Informal learning at Wellesley takes place in spontaneous discussions and through planned programming in the residence halls. The diversity of Wellesley's students, who bring to the College differing life styles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with much of the administration and program planning initiated by the students. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea—an informal occasion which continues to attract many students.

There are several types of residence halls at Wellesley, each with a distinctive theme and structure. The 15 larger residence halls

(most housing 120-140 students), are staffed by professional Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups in each hall and as a liaison to the College community. The Heads of House supervise a residence staff which includes a Resident Advisor on each floor, a First-Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, Cervantes House and Instead) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8-18 upperclass students living there.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policymaking. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, triple rooms, and some suites. Incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities which are open on a five or seven day basis. All dining rooms offer vegetarian entrees at lunch and dinner. Pomeroy dining hall serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, pillow, desk, chair, lamp, bookcase, and bureau for each resident student. Students supply linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute one to two hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Twenty residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Dower, French House, Homestead, Instead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, Lake House, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Student Parking and Transportation

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for sophomores, juniors and seniors is currently: $70 for each semester or $125 for the year, and for nonresident students $50 for the semester or $90 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 am to 11:00 pm, Monday-Friday) with subway connections to the Greater Boston area. On weekends the College Government provides bus service to Boston and Cambridge on a regular schedule tailored to students' needs.

Counseling and Advising Resources

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates about personal matters, whether large or small, affecting their daily life or their more basic sense of purpose and direction.

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students. They include the Class Deans, the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider Center, Harambee House, Slater International Center, the Chaplains and religious group advisors.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term group and individual counseling. They also offer a variety of preventive outreach programs such as workshops and issue-oriented groups. They are trained in the disciplines of psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but we are able to refer students to therapists in the Greater Boston area. The counseling service can help students locate appropriate long-term private therapists and sliding-scale agencies. *Complete professional confidentiality is maintained at all times.*

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The College chaplain and the Hillel director are on campus full-time, the Catholic ministry is shared by two half-time chaplains. All of them are available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited once a month.

Catholic mass is offered on Sunday and Thursday afternoons, and the Newman Catholic Ministry offers a number of other programs.

Jewish students will find a varied program including high holiday services and kosher meal options. Pomeroy dining hall serves kosher/vegetarian food at all meals. Kosher products are available in the Convenience Store in Schneider Center. A kosher kitchen is available for student use in Schneider Center.

Attendance at all worship services is open and voluntary. Many activities are also sponsored by other religious groups on campus.

College Health Service

Simpson Infirmary includes an outpatient clinic and licensed hospital which provide primary medical care to all students. There is no health fee and no charge for outpatient visits to a nurse or doctor. Medical insurance is required, and usually covers the charges for laboratory tests, certain examinations and procedures, and inpatient care. A college-sponsored, state-mandated student insurance plan is available, and an additional policy is available which provides more comprehensive benefits. Consultation with specialists is available both locally and in Boston; financial responsibility rests with the student, her parents, or their health insurers.

Besides the usual medical care given by the College Health Service, members of the staff emphasize educational and preventive measures to increase wellness and promote healthful lifestyles. Programs are developed in response to students' needs or requests.

The Health Service collaborates with other college services such as residence and physical education. The confidentiality of the doctor-patient relationship is carefully maintained: medical information is not shared with College authorities or parents without the specific consent of the student, and is disclosed only to meet insurance claims or legal requirements.

Students are required by Massachusetts law to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor code. As the vital foundation of government, the honor code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor code by any member of the community.

College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Violations of the Honor Code are adjudicated through the student-run Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and

review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year.

All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards

received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Career Center

The Career Center helps students to translate their liberal arts skills into specific careers. Through panel presentations and programs such as Management Basics, the Shadow program, and company information meetings, students are introduced to the various professions. The Center also provides job search and interviewing skills workshops and sponsors a wide variety of programs which bring alumnae back to the campus to discuss their working lives. On-the-job experience and career exploration are offered through over 2,500 internship listings and special programs in many fields and locations during the academic year and summer months. The Center also produces a number of informational publications for students, including *Compass*, a brochure describing the Career Center services, and *Agenda*, a newsletter published twice a month. Students are encouraged to use the Center throughout their time at Wellesley. Most services are available to alumnae.

Counseling

During the school year, counselors are available daily to answer career-related questions on a drop-in basis. Group counseling sessions and individual appointments are also offered. The Center gives workshops on resume writing, self-assessment, job search, and applying to graduate and professional schools. Students may also practice their interviewing skills during videotaped mock interviews.

Recruiting/Job Notices

The Career Center offers a recruiting program in which over 100 companies participate. Students are notified of scheduled visits by postings in the Center, and in campus newspapers. Job notebooks are maintained by the Center staff and are open to all students and alumnae. Two job bulletins produced by the Center, *Springboard* for graduating seniors and *Horizons* for alumnae, are available upon request.

Graduate Schools

The Career Center provides assistance in applying to graduate school, including information on graduate school and professional

school examinations, advice on completing graduate school applications, and financial aid information.

Internships

The Career Center keeps information on a wide variety of internship programs available at the College, in the local community, and throughout the country, during the term, January, and summer. Interns work in dozens of fields ranging from engineering to environmental advocacy, from stage management to banking. The Center is the clearinghouse for all internships. Internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

Service Opportunity Stipends

Students interested in community and public service internships may apply through the Career Center for Service Opportunity Stipends. Designed to encourage direct student involvement in service and to foster the spirit of volunteerism, these awards provide financial support to Wellesley students for an unpaid position or internship in the summer with a community or public service organization.

Scholarships and Fellowships

The Center Library provides information on a wide variety of scholarships, fellowships, and grants for graduate study. Advice is also available on awards which require endorsement by the College.

Career Library

The Career Center Library has an extensive collection of books, magazines and journals to assist in the career exploration process. In addition, there are listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae questionnaires describing graduate programs and places of employment, job listings, and SIGI+, a computerized career guidance system.

Recommendations

All students are encouraged to build a reference file; references will be forwarded to schools and employers for a fee. The Center provides standard recommendation forms acceptable to graduate schools and employers.

ADMISSION

Admission

The Board of Admission chooses students who will benefit from the education Wellesley offers and who will be able to meet the standards for graduation. Consideration is given to creativity, high motivation and strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers, guidance counselors or principals, the student's own statements about herself and her activities, and the interview reports when available from the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, history, training in the principles of mathematics (typically four years), competence in at least one foreign language, ancient or modern (usually achieved through four years of study), and experience in two laboratory sciences.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of $45 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

The Interview

Wellesley does not require a personal interview as part of the application for first-year applicants. The College, however, strongly recommends that applicants make arrangements to have one. An interview is required of transfer applicants and of Early Admission candidates, see pp. 29 and 30. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 1 to April 1; however, tours will still be given by student guides during this time.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Overnights in the residence halls can also be arranged for high school seniors. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, attendance at classes, and overnights can be arranged before their arrival on campus.

College Board Tests

The College Board Scholastic Aptitude Test and three Achievement Tests are required of all applicants for admission. One Achievement Test must be English Composition (with or without Essay), the other two may be in subjects of the student's choice.

Each applicant is responsible for arranging to take the tests and for requesting that the College Board send the results of all tests taken to Wellesley College. The College Board sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to College Board, Box 6200, Princeton, New Jersey 08541-6200; or in the western United States, western Canada, Australia, Mexico, or the Pacific Islands, to Educational Testing Service, Box 23470, Oakland, California 94623-0470.

It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1992 is January 25, 1992.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests

November 2, 1991
December 7, 1991
January 25, 1992
April 4, 1992 (SAT only)
May 2, 1992
June 6, 1992

In addition, on October 12, 1991 the SAT only is offered in California, Florida, Georgia, Hawaii, Illinois, North Carolina, Pennsylvania, South Carolina and Texas.

Admission Plans

Regular Decision

A candidate who uses the Regular plan for admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records. Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply Early Decision must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although College Board tests taken through the November 2, 1991 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and who request it by checking the appropriate box on the application form,

will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

Early Admission

The College considers applications from candidates who plan to enter college after completing three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. Early Admission candidates are required to have an interview; it is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision Plan.

Deferred Entrance

Students who complete their applications and are admitted and who then wish to defer entrance to the first-year student class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in school systems abroad follow the same application procedures as international students.

International & Transfer Students

Through the years Wellesley has sought and benefited from a large body of international students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students

The following students apply for admission through the International Student Board of Admission, using the special International Student Application form:

1. All international students applying from overseas secondary schools or universities (with the exception of Canadians applying from schools in Canada);

2. International students who will have completed only one year (grade 12, or post-graduate) in a high school in the United States before entering college;
3. U.S. citizens who have been educated in a school system abroad.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. There is no application fee for students filing the international Student Application form.

Financial aid is available for only a limited number of international students. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board entrance examinations are required of all international students in addition to their own national examinations. The official SAT and Achievement Test score reports must be forwarded directly to Wellesley College by the College Board by using Wellesley's Code Number 3957 on the College Board registration form. The SAT and Achievement Tests are not administered in China at the present time. Instead, applicants from China are required to take the TOEFL (Test of English as a international Language).

Interested students are encouraged to initiate the application process one full year in advance of the planned date of entrance. To obtain the information brochure *International Students* and the International Student Application form, please write to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance.

International Students Applying from U.S. High Schools

Citizens of other countries who will have completed two or more years of secondary school in the United States before entering college do not use the International Student Application, but apply instead through the regular admission program. International students applying through the regular admission program, who also wish to apply for the limited financial aid funds, are eligible to apply only under the Regular Decision Plan (February 1 deadline).

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. Scholastic Aptitude Tests are required of transfer applicants. An interview is also required. Students wishing to transfer into Wellesley should apply by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late Decem-

ber, respectively. The application forms should be returned with a nonrefundable registration fee of $45, or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed in international countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily, only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's writing and course distribution requirements which must be fulfilled for graduation. These requirements are described on pp. 51-53. Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT. Candidates who are older than the usual undergraduate age and whose educations have been interrupted for several years prior to the date of application, may wish to consult the Office of Continuing Education.

Continuing Education

Wellesley College through the Office of the Dean of Continuing Education offers two programs. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women beyond traditional college age who wish to work toward the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for a limited number of men and women who seek nondegree coursework. Students in these programs enroll in the same courses as the traditional age Wellesley undergraduates, and may enroll on a part-time or full-time basis.

Elisabeth Kaiser Davis Degree Program

Candidates for the B.A. degree are women, usually over the age of 24, whose education has been interrupted for at least two years, or whose life experience makes enrollment through the Davis Degree

Program the logical avenue of admission to Wellesley College. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. Students in the program, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for completion of the degree, and students may take just one or two courses a term, or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus and these students carry a full academic course load.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley, and for which a grade of C or better was earned. Any coursework presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, along with the degree requirements of the institution. This information should be sent with the application for admission.

Postbaccalaureate Study

Postbaccalaureate study is open to men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives or make a career change. Premedical Studies, Secondary School Teacher Certification and Prearchitectural Studies are popular choices. A degree is not offered.

Continuing Education Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study may be obtained from the Office of the Dean of Continuing Education. Official transcripts, the completion of an essay application, and letters of recommendation must be submitted before a candidate is considered for admission. A personal interview is also required. The Board of Admission looks for evidence, such as work and volunteer experience, and especially recent coursework that demonstrates intellectual ability and emotional maturity.

All applications should be submitted as early as possible before the admission deadline. The application deadline for spring semester admission is December 1, 1991, and for fall semester the deadline is March 1, 1992. Beginning with the 1992-93 academic year, applicants to the Davis Degree Program will have one admission deadline of March 1 for fall semester entrance only. Postbaccalaureate candidates may still apply for both semesters. International student applicants for the Davis Degree Program may apply for fall admission only, and must submit all application materials by December 1. Applicants must pay a nonrefundable $45 application fee.

COSTS & FINANCIAL AID

Costs

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances. The amount and kind of financial aid is determined solely by financial need.

Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately 60% of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment funds.

The Comprehensive Fee for 1991-92 resident students is $21,938. There is an additional fee of $390 for students who purchase Student Health Insurance. The breakdown is as follows:

	Resident	Non-Resident
Tuition	$15,966	$15,966
Room	2,747	N/A
Board	2,910	N/A
Student activity fee	105	105
Facilities fee	210	210
Comprehensive fee	$21,938	$16,281
Student Health Insurance	390	390

Meal Plans

All resident students must have a meal plan. First-year resident students must take the 20 Meal Plan. Students who live in cooperative housing pay the College a $100 kitchen usage fee instead of board.

Student Activity Fee

The student activity fee is administered by the Student College Government. It provides resources from which student organizations can plan and implement extracurricular activities.

Facilities Fee

The facilities fee is a usage charge for the computer facility and the sports center.

Student Health and Insurance Program

Brochures about the Wellesley College Health Service and about the Student Insurance Program are sent with bills for each student in July. Because a portion of the Comprehensive Fee supports the Wellesley College Health Service, all full-time students are eligible for office visits at the Health Service at no additional cost. Students taking fewer than three courses per semester are eligible for office visits at College Health Service only if they purchase Student Health Insurance or on a fee-for-service basis.

All degree candidates and those nondegree students who take at least three courses are enrolled each semester for Student Health Insurance, unless the Bursar receives a waiver card verifying the student's coverage under an equivalent policy. Those enrolled for Student Health Insurance will not be charged for certain services at the Wellesley College Health Service (including laboratory tests, immunizations, and other services and supplies) or inpatient services (hospital admission) and will be covered for specified medical treatment while away from Wellesley. Nonroutine care is available on a fee-for-service basis at the Health Service to students not covered by Wellesley insurance.

An optional Master Medical program providing supplementary coverage is also recommended for students. Wellesley does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education and Athletics.

Special Fees and Expenses

These include, but are not limited to, the following: A fee for each course taken for credit in excess of five in any semester: $1,996; certain special course fees, e.g., the cost of instrumental and vocal lessons (see p. 176); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently: $70 for each semester or $125 for the year; and for nonresidents: $50 for the semester or $90 for the year.

All fees, with the exception of tuition, room and board, are subject to change without notice.

Personal Expenses

In addition to the fees above, a student should count on approximately $1,100 for books, supplies, and personal expenses. Some students spend more and a few spend less.

General Deposit

A General Deposit of $200, paid by each entering student, is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.

Class Reservation Payment

A payment of $150 reserves a place in the College for the first-year student. It is due on February 1 for Early Decision students, and on May 1 for other entering first-year students. Returning students who have not made room retainer payments submit a $250 payment annually. The payment is credited toward the following semester's Comprehensive Fee.

Room Retainer Payment

Returning students pay $500 by April 1 to reserve a room for fall. This payment is applied against charges for the fall semester. A student who does not live on campus during the fall and who wishes to have a room for the spring pays $500 to the Bursar by October 31. Entering transfer and exchange students pay as stated in their acceptance letters.

Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the midpoint of the semester. Charges will be prorated on a calendar week basis; $200 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after midsemester. *The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans are refunded to the grantor or lender.

Continuing Education Fees and Refunds

Tuition for a nonresident Davis Degree Scholar or Postbaccalaureate student is $1,996 per semester course. Students taking four or five courses a semester pay $7,984 per semester. A $14 per course student activity fee with a maximum of $52.50 per semester, and a $27 per course facilities fee with a maximum of $105 per semester will also be charged.

A nonresident student who withdraws from a course will receive: a full refund for withdrawal from courses during the add/drop period; thereafter, charges will be prorated on a calendar week basis until midsemester. An additional $200 administrative fee will be assessed upon withdrawal or leave of absence; if a student returns to Wellesley from leave, the $200 will be credited toward charges for the following term. No refunds will be made for withdrawal after midsemester. *The date of withdrawal shall be the date on which the student notifies the Dean of Continuing Education of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans are refunded to the grantor or lender.

Other fees and refunds for resident Davis Degree Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate programs are also responsible for paying the General Deposit and Class Reservation or Room Retainer payments described above.

High School Student Fees and Refunds

High school students taking courses at Wellesley pay $1,996 per semester course; for refunds, charges are prorated on a calendar week basis until midsemester.

Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Plan, a Ten-Month Plan, and a four-year Prepaid Tuition Stabilization Plan. See also, Summary of Payment Plans and Financing Options on pages 40 and 41.

All fees must be paid in accordance with one of these approved payment plans before the student can register or receive credit for courses or obtain course transcripts. All financial obligations to the College must be met before a diploma can be awarded. Fees of up to $100 per month are assessed for late payment and interest at a rate of up to 1.5% per month (19.6% APR) may be charged on delinquent accounts.

It is the student's responsibility to insure that loans, grants, and other payments are sent to the College by the due dates.

Semester Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by *August 1 for the fall* semester, and by *January 1 for the spring* semester. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms such as those described on pages 38 and 39.

Ten-Month Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester), *is budgeted over five payments.* The payments are due on the *25th* day of every month, *May 25 to September 25* for the fall semester and *October 25 to February 25* for the spring semester. A fee of up to $125 is charged each semester to cover administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Families who can deposit money into a savings account or prepayment program, such as the R.C. Knight Insured Tuition Payment Plan described below, will have funds available for August 1 and January 1 payment to Wellesley without additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

Prepaid Tuition Stabilization Plan (PTSP)

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College provided the student pays by June 30, an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

Payment for Students Receiving Financial Aid, Scholarships or Loans

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Financial Aid Office and her Student Account Representative in the Bursar's Office.

Financing Options

To finance the Wellesley Payment Plans, several options including savings and loan programs are available whether or not students have been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Offices of the Bursar and Financial Aid, and are included in brochures mailed each spring. A brief description follows:

Savings Plan

R.C. Knight Insured Tuition Payment Plan

The R.C. Knight Insured Tuition Payment Plan, is not a loan; it is a monthly budgeting and savings program that *pays interest to the participant* while it accumulates money for each semester's payment. The one time $55 administrative fee also covers life and disability insurance, for qualified participants, to protect the student's education.

Loan Plans

These are designed for families who prefer to borrow all or a portion of the Comprehensive Fee and repay the loan over a 2 to 20 year period. For specific details of the various plans and options see the "Summary of Payment Plans and Financing Options" on pages 40 and 41.

Parents' Loan for Undergraduate Students (PLUS); Supplemental Loans for Students (SLS)

Under these federally guaranteed loan programs, parents or students may borrow up to $4,000 per year from participating banks. The applicant must be a permanent U.S. resident.

Monthly repayment begins 45 days after the loan is received. However, repayment of the loan principal and, under certain conditions, interest, may be *deferred* while the student is enrolled.

R.C. Knight Extended Repayment Plan (ERP)

This plan, offered to all parents and independent students, aids budgeting; it fixes a monthly repayment amount, for the 10 to 15 year period beginning with the student's first year, of $400-$500 for each $10,000 that will be borrowed annually. Life and disability insurance and a Home Equity Option may also be available.

Family Education Loan (FEL)

The College has reserved funds of the Massachusetts Educational Financing (MEFA, formerly MELA) to provide fixed interest-rate loans for middle-income families. Payments of $112 per month per $10,000 borrowed will repay the loan in 15 years.

SHARE Loan

COFHE (a consortium of colleges), Nellie Mae and the Education Resources Institute sponsor this variable interest rate loan with flexible terms. Payments of $150 per $10,000 borrowed will repay the loan in 12 to 20 years depending on interest rate fluctuations. Repayment begins 45 days after the loan is disbursed but principal repayment may be deferred.

Other Financing

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies, pension and other union, employer or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students use skills and contacts developed at the College to earn a significant portion of their tuition through summer, winter break, and term-time employment. The staff in the offices of the Bursar and Financial Aid are available to discuss possible avenues of financing with all students and their families whether or not the students have been awarded financial aid or scholarships.

Summary of Payment Plans and Financing Options 1991-1992*

Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive Fee ($21,938 for residents)	2	4
Ten-Month Payment Plan	All families	Comprehensive Fee** ($21,938 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)* **	All families	$63,864 first year only	1 in 1st year only for tuition; 2 or 10 for other fees	1

Financing Options

R.C. Knight Insured Tuition Payment Plan	All families	Comprehensive Fee or as desired (no maximum)	8 in 1st year; 12 in years 2-4	4
Parent Loans for Undergraduate Students (PLUS); Supplemental Loan for Students (SLS)	Parent or guardian of all students enrolled at least half-time and independent students. One applicant must be U.S. citizen or resident.	$4,000	12	5 for 1st loan; 10 with multiple loans
Family Education Loan (FEL)	Families of all students enrolled at least half-time	Total cost of attendance (less grants and other loans)	12	15
SHARE	All families and independent students. One applicant must be U.S. citizen or resident.	Lesser of cost of attendance (less grants and other loans) or $20,000	12	4-20
R.C. Knight Extended Repayment Plan (ERP)	All families and independent students	Cost of attendance	12	2-15

* Information on this page pertains to fees, rates, and terms as of 3/30/91. All programs are evaluated yearly. Admitted students and their families received current information on the options in the spring prior to their September enrollment.

** To determine your monthly payment, subtract any anticipated education loans or grants from your Comphrehensive Fee to calculate your "Amount Budgeted" for the table shown.

*** Applies to tuition only; remaining Comprehensive Fee paid on Semester or Ten-Month Plan each year.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Income Restrictions	Credit Check
Aug. 1	None	None	None	None	None
Monthly May 25-Feb. 25	None	$40-250**	None	None	None
Entire $63,864 June 30, 1991	None	None	None	None	None
Monthly starting May 1, 1991	Interest is earned on account balance	$55 in 1st year only	Optional	None	None; not a loan
45-60 days after loan is made, then monthly; deferments available	variable 12% maximum	1% of loan amount	None	None	Required by some banks
30 days after loan is made, then monthly	9.5%, 10.59% APR fixed; Home Equity Option	6% of loan amount plus $35 application fee	Yes	Generally $30,000-$120,000 Others may qualify	Required
45 days after loan is made, then monthly; deferments available	11% variable Home Equity Option	5% of loan amount	Yes	None	Required
Day loan is made, then monthly	9.5% variable 18% maximum Home Equity Option	$55	Optional	None	Required

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
$15,000-21,938	$250	$1,525-2,219	$15,250-22,188
12,000-14,999	210	1,221-1,521	12,210-15,209
9,000-11,999	160	916-1,216	9,160-12,159
6,000- 8,999	120	612- 912	6,120- 9,119
3,000- 5,999	80	308- 608	3,080- 6,079
500- 2,999	40	56- 304	554- 3,039

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid the student requires. Approximately 70 percent of all Wellesley students receive aid from some source; 50 percent receive financial aid based on need from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using a national system of need analysis, while meeting special needs, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a $1,100 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid while funds are sufficient. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant.

Work

Generally, the first portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote approximately ten hours a week to their jobs, earning $1,500 a year.

Over 70 percent of Wellesley College students work on or off campus. The Office of Financial Aid is the center for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

Loans

The next portion of a student's financial aid, $2,625 for first-year students and $3,900 for upperclass students, is met through low-interest loans. There are several kinds of loans available with

different interest rates. The suggested loan amount and loan program are specified in the aid offer.

Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule.

Transfer students in order to be eligible for financial aid from Wellesley cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior educational loans.

Grants

The remaining portion of the student need is awarded in grants by the College from its own resources, or from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Academic Requirements

By federal requirement, evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid may be terminated or reinstated at each evaluation period. Students must make satisfactory progress toward the degree and maintain a C average. Records are maintained by the Academic Review Board. If a student is permitted to return to the College, the Academic Review Board has judged that she is making adequate progress toward the degree. No credit is associated with course incompletion, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.

Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight which have been approved by the Academic Review Board. Most financial aid packages are a combination of three types of aid: work, loans, and grants.

Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or

on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.

ROTC Scholarships

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). However, students may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.

Financial Aid for Transfer Students

Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work-study or loans. Please refer to repayment of loans from the College.

Financial Aid for International Students

A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.

Financial Aid for Davis Scholars

Financial Aid is available for students who are in the Elisabeth Kaiser Davis Degree Program (formerly known as the Continuing Education Program). A financial aid advisor is available to assist Davis Scholars in planning their budgets and in their efforts to obtain funds from outside sources. Davis Scholars receive work and loan, as do regular students, as the first components of the aid package. Please refer to repayment of loans from the College.

Wellesley Students' Aid Society

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also provides short-term emergency loans and other services to students.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

For those families not eligible for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a

Prepaid Tuition Stabilization Plan. A number of financing options are available: The R.C. Knight Insured Tuition Payment Plan, Parent Loans to Undergraduate Students, Supplemental Loan for Students, the Family Education Loan Program, and SHARE, a supplemental education loan for families. These programs are described under Costs and Payments Plans.

For Further Information

Detailed information on all the material summarized here is described in Wellesley's brochure *Financing Your Education*. This brochure is sent to every student who requests this information. In addition, each spring updated information is available on the payment and loan programs.

Applying for Financial Aid

Each registered applicant for admission who is applying for financial aid must file four forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.

In reviewing resources from parents, the College considers information from both parents even if they are separated or divorced. Students entering Wellesley through the regular Board of Admission are expected to furnish parent information in their initial year and all remaining years. Students entering through the Continuing Education program who satisfy federal guidelines concerning financial independence are exempt from this requirement.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, by November 1 for Early Decision applicants; February 1 for Regular Decision applicants and fall semester Transfer applicants; and November 15 for spring semester Transfer applicants.

Financial Aid Form

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, CN6300, Princeton, New Jersey 08540. The Financial Aid Form should be filed with the College Scholarship Service which will then mail a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants; and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the Early Version Financial Aid Form which is mailed to them after their Wellesley financial aid application is received; the Early Version Financial Aid Form must be filed by November 15. Early Decision applicants should also file the 1992-93 Financial Aid Form of the College Scholarship Service by February 1.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and graduates of Wellesley College, while two administered by Wellesley are open to women graduates of any undergraduate American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year.

Anne Louise Barrett Fellowship preferably in music, and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: Up to $3,000

Margaret Freeman Bowers Fellowship for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to $1,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: Up to $1,000

Ruth Ingersoll Goldmark Fellowship for study in English Literature or English Composition or in the Classics. Stipend: Up to $1,000

Horton-Hallowell Fellowship for study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for equivalent private research. Stipend: Up to $4,000

Peggy Howard Fellowship in Economics to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available.

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history. Stipend: Up to $2,500

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment, and unmarried throughout the whole of her tenure. Stipend: Up to $4,000

Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature. Stipend: Up to $2,000

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to $3,000

Mary Elvira Stevens Traveling Fellowship for a full year of travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age in the year of application. Applications may be obtained from the Secretary to the Stevens Fellowship Committee, Alumnae Office, Wellesley College, 106 Central Street, Wellesley, MA 02181-8201, and must be filed before December 15, 1991. Stipend: $16,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: Up to $6,000

Fanny Bullock Workman Fellowship for graduate study in any field. Stipend: Up to $3,000

Trustee Scholarships are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or to alternates who need financial assistance. All applications and credentials are due by December 3, 1991. Recipients share the total annual stipend.

Two graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are not limited to Wellesley students.

Mary McEwen Schimke Scholarship a supplemental award for affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to $2,000

M.A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to $3,500

Applications, unless otherwise noted, may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Box GR, Wellesley College, 106 Central Street, Wellesley, MA 02181-8291. Applications and supporting materials must be postmarked no later than December 3, 1991.

Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, 106 Central Street, Wellesley, MA 02181-8260. Applications and supporting materials should be returned by April 1, 1992.

Summary of Students, 1990-91

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. degree				2,232
Seniors	517	24	541	
Juniors	390	12	402	
Sophomores	562	8	570	
First-Year Students	583	2	585	
Davis Scholars (CE students)	22	112	134	
High School Students		4		
Postbaccalaureate Students	3	29		
Total Registration October 1990				2,279

Geographic Distribution, 1990-91

Students from the United States and Outlying Areas

Alabama	4
Arizona	16
Arkansas	6
California	174
Colorado	19
Connecticut	99
Delaware	2
District of Columbia	10
Florida	53
Georgia	34
Guam	1
Hawaii	10
Illinois	47
Indiana	10
Iowa	6
Idaho	4
Kansas	4
Kentucky	6
Louisiana	4
Maine	38
Maryland	56
Massachusetts	356
Michigan	23
Minnesota	52
Mississippi	3
Missouri	13
Montana	1
Nebraska	4
New Hampshire	37
New Jersey	153
New Mexico	7
Nevada	3
New York	276
North Carolina	20
North Dakota	1
Ohio	58
Oklahoma	7
Oregon	13
Pennsylvania	92
Puerto Rico	7
Rhode Island	23
South Carolina	5
South Dakota	2
Tennessee	15
Texas	64
Utah	13
Vermont	13
Virginia	40
Virgin Islands	1
Washington	33
West Virginia	12
Wisconsin	12
Wyoming	1
Total	1,963

Students from Other Countries

	International Students	U.S. Citizens Living Abroad
Argentina	1	
Australia	1	
Bangladesh	2	
Barbados	2	
Belgium	1	
Bermuda		2
Brazil	2	
Canada	11	3
Cape Verde	1	
China, P.R.C.	18	
Colombia	2	1
Congo		1
Costa Rica	2	
Dominican Republic	2	
Egypt	2	
England	3	4
France	4	1
Germany	2	1
Great Britain	3	
Greece	2	
Haiti	2	
Hong Kong	12	3
India	16	
Iran	3	
Italy		2
Jamaica	3	
Japan	9	1
Kenya	1	
Korea	45	4
Kuwait	1	
Lebanon	2	
Luxembourg		1
Malaysia	3	
Mexico	10	1
Netherlands	1	
Nigeria		1
Norway	1	
Pakistan	7	
Panama	1	
Peru	5	
Philippines	6	1
Romania	1	
Saudi Arabia	1	2
Scotland	1	
Singapore	1	1
South Africa	5	
Spain	2	
Sri Lanka	2	
Sudan	1	
Sweden	3	
Switzerland	2	2
Syria	1	
Taiwan, R.O.C.	5	2
Thailand	2	
Trinidad	1	
Turkey	1	
Uganda	2	
U.S.S.R.	1	
Venezuela	2	
Vietnam	2	
West Indies	2	
Zimbabwe	1	
Total	229	34

THE ACADEMIC PROGRAM

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts, but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent and discriminating choice.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Academic Advising

At Wellesley academic advising for the first year and sophomore student is provided by the Class Deans. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Students are also encouraged to consult faculty members early in their time at Wellesley for academic advice. First-year students are assigned to a pre-major faculty advisor.

The advising of juniors and seniors is shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and detailed examination of the student's overall program.

Academic Assistance

In addition to the regular office hours all instructors hold for students needing extra help, peer tutoring is available in the Study Center located in the Margaret Clapp Library. Peer tutors, called A+ Advisors, are trained in study skills and time management in addition to being well-prepared to tutor in specific subjects. An A+ advisor lives in each residence hall. She conducts workshops on study skills, test taking, etc. through the semester and serves as a resource person on matters of academic policy.

A noncredit reading course and reading workshops are offered several times during the semester.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course, with the exception of intensive language courses in Chinese, German and Japanese, is assigned one unit of credit. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) Students who enter in the fall of 1988 and thereafter must take two of the three courses in each academic area at Wellesley. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least one of the three courses in each group at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or elsewhere. The three groups of academic disciplines are:

GROUP A
Literature, Foreign Languages, Art, and Music

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies; from certain courses offered by the Department of Black Studies and in Classical Civilization; and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

GROUP B
Social Science, Religion, Philosophy, and Education

Group B[1]
One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Departments of Black Studies and Education, and in the Classical Civilization and Women's Studies Programs in these fields.

Group B[2]
One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Departments of Black Studies, Education and the Women's Studies Program in these fields.

GROUP C
Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses which include "with Laboratory" in the title fulfill the Group C laboratory requirement.

Foreign Language Requirement

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 610 or better on the College Board Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of two units of language study at the second year college level or one unit of language study above the second year college level.

Second Year College Level Courses	
Chinese:	201 (1-2), 202 (1-2) or 201 (S) (1-2), 202 (S) (1-2)
French:	131-132 (1-2) or 141-142 (1-2)
German:	101-103 (1-2), or 102-103 (1-2) or 104-105 (1-2)
Greek:	201 (1)-205 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), 299 (1-2)
Italian:	202 (1), 203 (2), 205 (2)
Japanese:	207 (1-2)
Latin:	200 (1)-201 (2)
Russian:	200 (1-2), 215 (1)
Spanish:	102 (1-2)

Students may take introductory courses in only two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 62. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement

Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or English 200. Students are expected to use acceptable standards of spoken and written English in their college work.

Multicultural Requirement

Beginning in the fall of 1990, all students entering Wellesley must complete a course primarily concerned with: (1) the peoples, cultures and societies of Africa, Asia, Middle East, Oceania, or Latin America and the Caribbean; or (2) the peoples, cultures and societies of North America that trace their historical origins to these areas; or (3) Native American peoples, cultures and societies. The course selected must treat the chosen culture, people, or society in either a comprehensive or a comparative way. The course also must, in its treatment of the chosen culture, people, or society, expose the student to its world view or values; explore its contemporary or historical experiences; or compare it with some aspect of another culture, people, or society. In all three cases, one of the principal goals of the course must be to allow the student to see the people, culture or society through its own eyes.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. A list of appropriate courses appears on pp. 237-240. Students who propose to satisfy the requirement with a course not designated as a multicultural course are invited to petition the Committee on Curriculum and Instruction.

Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect *18 units outside any one department*. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 183 for which no academic credit is given.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See page 61.

Students interested in engineering should take mathematics and physics at Wellesley in their first year in preparation for MIT courses. Information concerning possible fields, prerequisites and contact persons at MIT is available through the Office of the Class Deans.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions. These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or in the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental and veterinary schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

The Major

Students may choose from among 29 departmental majors, 17 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, French Studies, German Studies, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Medieval/Renaissance Studies, Psychobiology, Soviet Studies and Women's Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include Latin American Studies and Middle Eastern Studies; of periods, the Middle Ages or the Renaissance; of subjects, Comparative Literature or International Relations. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under majors.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department; the director of the interdepartmental major; or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction. Any revisions must be presented to the Registrar not later than the second semester of the junior year. Directions for election of the major vary. See departmental listings for specific requirements for the major.

The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar.

Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on

time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. Not more than two units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer (no more than four); courses at another institution not taken during the summer (no more than eight). All students, including transfer students and Continuing Education students who entered in January 1988 and thereafter, must complete 16 units at Wellesley.

Credit may be given for a liberal arts course taken at an accredited institution for which prior approval has been obtained from the Registrar and the department chair. Credit will be given only for a course in which a grade of C or better is earned. Students should not take a course on a credit/noncredit or pass/fail basis. Students must request that an official transcript be sent to Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

First-year students must fulfill the writing requirement by completing Writing 125 at Wellesley.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

Credit for Summer School

The amount of summer school credit allowed toward the degree is limited to four units, and is not automatic. Students should consult

their Class Deans before enrolling in summer school courses. In addition, students must get approval for summer school courses by May 1 first from the Registrar for the amount of credit, and then from the department chair for course content. Approval forms are available in the Registrar's Office. (A summer school course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.)

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned, the title of the course does not appear on the student's permanent record except that it is included in the total number of units attempted.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses which require audiovisual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Office of the Registrar. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of $2 for each transcript, and this fee should accompany the request. Transcripts may not be issued if student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course which affects the major. If a course is dropped, before the beginning of the eighth week of classes, it will not appear on a student's record. Students are advised to consult with their Class Dean when making any changes in their program.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed

plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 1 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

Voluntary Withdrawal

Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 36.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

First-Year Student Summer Enrichment Program

An academic program designed to facilitate the transition from secondary school to college is offered to approximately 30 members of the entering class who meet one or more program criteria. The month-long residential program includes noncredit courses in writing, quantitative methods, and study skills and also introduces

students to dormitory life and the pleasures of the campus and its environs. The program is cost-free for participants.

First-Year Student—Sophomore Colloquia

These courses are designed for first-year students and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

Cross-Registration Program with the Massachusetts Institute of Technology

Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. Students must follow the instruction sheet carefully to ensure that they register for courses that are equivalent in credit to Wellesley courses.

In 1991-92 three Wellesley courses, Art 248M (1), Education 102 (2), and Religion 108M (2) will be offered at MIT.

Wellesley Double Degree Program

Wellesley offers a Double Degree Program which enables Wellesley students who are accepted to MIT as Transfer students to earn a B.A. degree from Wellesley and a S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five year period; this enables students to integrate their two courses of study more completely.

Cooperative Program with Brandeis University

Wellesley has established an experimental cooperative program with Brandeis University. Students can register in a limited number of departments at the other institution. Wellesley students will be able to take courses at Brandeis in the following areas: Anthropology, Arabic, Biology, Chemistry, Classical and Oriental Studies, Economics, Philosophy, Political Science (Politics), Russian, Spanish, Women's Studies, Psychology and Linguistics, Near Eastern and Judaic Studies, Theatre Arts and Legal Studies. Students need special permission to register for courses in departments other than those listed here. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Office of the Twelve College Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Office of the Twelve College Exchange Coordinator.

The Wellesley-Mills Exchange Program

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator.

Study Abroad

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester

of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of International Study.

The Office of International Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply to the International Study Committee for places at both Cambridge University and at Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, Germany and shares in the governance of a program in Córdoba, Spain. The College also participates in an exchange program with the Soviet Union and a program with Japan Women's University in Tokyo, Japan.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies & Services, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of International Study. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

In addition, there are several funds to support students doing short-term internships, volunteer work or work in the ministry. These funds, excluding transportation, may be used overseas.

Washington-Los Angeles Summer Internship Programs

The College sponsors summer public service internship programs in Washington, D.C. and Los Angeles, California. These internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 20 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Museum of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club.

The Los Angeles program places 8 sophomores or juniors in urban affairs internships. Recent placements have included the County Department of Health Services, the Los Angeles School Board, the Mayor's Office, and KCET Public Television. Interns attend weekly seminars and other activities arranged by the Los Angeles Wellesley Alumnae Club.

For further information, contact the Department of Political Science.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the major field.

Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with an honors average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude. For purposes of establishing honors, grade point averages are truncated to two decimal places.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Honors Awarded 1991

In the Class of 1991, 134 students achieved the highest academic standing and were named Durant Scholars, 19 of those were graduated summa cum laude, 115 were graduated magna cum laude; an additional 243 students won recognition as Wellesley College Scholars—cum laude for high academic achievement.

Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

First Year Student-Sophomore Colloquia (150 courses) Directions for Election

For a general description see page 61. The colloquia have no prerequisites, although some are open only to first year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted. In 1991-92 colloquia are offered by the Department of Black Studies.

Legend

Courses numbered

100-199	Grade I courses
200-299	Grade II courses
300-399	Grade III courses
Units of Credit	Unless stated otherwise, a course is equal to one unit of credit
(1)	Offered in first semester
(2)	Offered in second semester
(1) (2)	Offered in both semesters
(1-2)	Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill in part the distribution requirement in Group A
(B)	Courses may elected to fulfill in part the distribution requirement in Group B^1 or Group B^2 as designated
(C)	Courses may be elected to fulfill in part the distribution requirement in Group C
A	Absent on leave
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester

American Studies

AN INTERDEPARTMENTAL MAJOR

Acting Director: *Stettner (Political Science)*

The American Studies major seeks to understand the American experience through a flexible yet integrated program of study.

For students who have declared the major by June 1, 1991, the requirements for the major are as follows: eight courses are required for a minimum major, including two Grade III level courses. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. Majors must also complete American Studies 315 or 316, the required integrative seminar; it is recommended that majors elect this course in their junior or senior year.

For students declaring the major after June 1, 1991, the requirements for the major are as follows: nine courses are required for a minimum major, including two Grade III level courses plus American Studies 315 or 316, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year. Students without a good grounding in American history are urged to take History 102.

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major.

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315 (1) Seminar. American Studies

Topic for 1991-92: Identity and American Politics in Historical Perspective. American political life posited a separation of the public and private realm. Since the middle of the 20th century, however, various groups have mobilized around the seemingly "private" identities of race, ethnicity, class, sexuality, and gender. The seminar will examine how political practice and ideological belief in the separation of private and public have given way to differing forms of identity politics. Readings will include works by social theorists (Habermas, Pateman) as well as case studies and novels. Enrollment is limited and preference is given to American Studies majors. *Permission of the instructor is required.*

Ms. Reverby, Department of Women's Studies

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316 (2) Seminar. American Studies

Topic for 1991-92: Representing the Immigrant Experience. A study of the representation of American immigrants in both literature and photography, supplemented by readings of historical accounts of immigration and of theories of the role of ethnicity in American culture. Among the subjects to be studied: photographs by Lewis Hine, Jacob Riis (with sketches by Joseph Stella), George O'Hara, Jessie T. Beals, and Milton Rogovin; fiction by Anzia Yezierska, Michael Gold, Henry Roth, Betty W. Smith, Abraham Cahan, Paule Marshall, Maxine Hong Kingston, Audre Lorde, Bharati Mukherjee, and Lynne Sharon Schwartz. Among the secondary readings will be texts by Werner Sollers, Marcus Hansen, Oscar Handlin, Karl Mannheim, Peter Kivisto, and Dag Blanck. Enrollment is limited and preference is given to American Studies majors. *Permission of the instructor is required.*

Ms. Meyer, Department of English

The following is a list of courses available that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the Director.

Anthropology 210 (2)
Racism and Ethnic Conflict in the United States and the Third World. *Not offered 1991-92.*

Anthropology 212 (1)
The Anthropology of Law and Justice. *Not offered 1991-92.*

Anthropology 234 (2)
Urban Poverty. *Not offered in 1991-92.*

Anthropology 342 (1)
Seminar. Native American Ethnology

Art 231 (1)
American Architecture from Colonial Times to 1940: A Survey

Art 232 (2)
American Painting from Colonial Times to World War II

Art 309 (1)
Seminar. Problems in Architectural History. Topic for 1990-91: The Skyscraper in Fact and in Fiction.

Art 320 (1)
Seminar. Studies in American Art and Architecture.

Art 340 (2)
Seminar. Studies in American Art and Architecture.

Black Studies 150 (1) (2)
a. (2)(B^2) The Internationalization of Black Power. *Not offered in 1991-92.*

b. (1)(A) Black Autobiography. *Not offered in 1991-92.*

c. (2)(A) The Harlem Renaissance

d. (2)(B^1) 1919: The Year of the New Negro. *Not offered in 1991-92.*

Black Studies 201 (1)(A)
The Afro-American Literary Tradition. *Not offered in 1991-92.*

Black Studies 203 (2)
Introduction to Afro-American Sociology. *Not offered in 1991-92.*

Black Studies 206 (2)(B^1)
Introduction to Afro-American History 1500—Present

Black Studies 212 (2)(A)
Black Women Writers. *Not offered in 1991-92.*

Black Studies 214 (2)(B^2)
The Supreme Court and Racial Equality. *Not offered in 1991-92.*

Black Studies 215 (1)(B^2)
Introduction to Afro-American Politics

Black Studies 217 (2)
Black Family

Black Studies 221 (2)
Public Policy and Afro-American Interests. *Not offered in 1991-92.*

Black Studies 222 (1)(B^1)
Images of Blacks and Women in American Cinema

Black Studies 225 (2)(B^2)
Introduction to Black Psychology. *Not offered in 1991-92.*

Black Studies 230 (1)(B^2)
The Black Woman in America. *Not offered in 1991-92.*

Black Studies 266 (2)(A)
Black Drama

Black Studies 315 (1)
Seminar. Psychology of Race Relations. *Not offered in 1991-92.*

Black Studies 335 (2) (A)
Women Writers of the English-Speaking Caribbean. *Not offered in 1991-92.*

Black Studies 340 (2)(B^1)
Seminar. Afro-American History. *Not offered in 1991-92.*

Black Studies 344 (1)(B^2)
Seminar. Interdisciplinary Perspectives in Black Family Studies. *Not offered in 1991-92.*

Economics 204 (2)
U.S. Economic History

Economics 234 (1)
Government Policy: Its Effect on the Marketplace. *Not offered in 1991-92.*

Economics 243 (2)
Gender, Race and Economics

Education 212 (1)(B^1)
History of American Education

Education 214 (2)($B^{1,2}$)
Youth, Culture and Student Activism in Twentieth-Century America

Education 312 (1)(B^1)
Seminar. History of Child Rearing and the Family. *Not offered in 1991-92.*

English 261 (2)
The Beginnings of American Literature. *Not offered in 1991-92.*

English 262 (1)
The American Renaissance

English 266 (1) (2)
Early Modern American Literature

English 267 (1) (2)
Late Modern and Contemporary American Literature

English 363 (1)
Advanced Studies in American Literature. Topic for 1991-92: Post-Modern Poetry

English 364 (2)
Race and Ethnicity in American Literature. Topic for 1991-92: Ghost and Cultural Identity in American Literature

Extradepartmental 231 (2)
Classic American Sound Film

Extradepartmental 232 (2)
New Literatures: Lesbian and Gay Fiction in America. *Not offered in 1991-92.*

History 102 (2)
The American Experience

History 249 (2)
The Two Americas

History 250 (1)
The Peopling of Early America

History 251
To Nationhood: America 1750-1850. *Not offered in 1991-92. Offered in 1992-93.*

History 253 (1)
The United States in the Twentieth Century

History 256
American Jewish History. *Not offered in 1991-92.*

History 257 (1)
Women in American History

History 258
Freedom and Dissent in American History. *Not offered in 1991-92.*

History 261 (1)
American Popular Music in Historical Context

History 309 (1)
Social History of the United States, 1600-1850

History 310
Social History of the United States after 1850. *Not offered in 1991-92.*

History 346
Seminar. China and America. The Evolution of a Troubled Relationship. *Not offered in 1991-92. Offered in 1992-93.*

History 354 (2)
Seminar. Household and Family in American History

History 363 (2)
Seminar. The Radical Tradition in America

History 369 (1)
Seminar. The U.S. during the Cold War Era, 1945-1988

Music 106 (1)
Afro-American Music. *Not offered in 1991-92.*

Philosophy 222 (2)
American Philosophy. *Not offered in 1991-92.*

Political Science 200 (1) (2)
American Politics

Political Science 210 (1)
Political Participation. *Not offered in 1991-92.*

Political Science 212 (2)
Urban Politics

Political Science 215 (1) (2)
Law and the Administration of Justice

Political Science 311 (1)
The Supreme Court in American Politics

Political Science 312 (2)
The Criminal Justice System

Political Science 313 (2)
American Presidential Politics

Political Science 314 (1)
Congress and the Legislative Process

Political Science 316 (2)
Mass Media and Public Opinion

Political Science 317 (2)
The Politics of Health Care

Political Science 318 (2)
Seminar. Conservatism and Liberalism in Contemporary American Politics

Political Science 320 (2)
Seminar. Inequality and the Law

Political Science 321 (1)
The United States in World Politics. *Not offered in 1991-92.*

Political Science 333 (2)
Seminar. Ethics and Politics. *Not offered in 1991-92.*

Political Science 334 (2)
Seminar. Presidential-Congressional Relations

Political Science 335 (2)
Seminar. The First Amendment

Political Science 336 (1)
Seminar. Women, the Family, and the State

Political Science 340 (2)
American Political Thought

Religion 218
Religion in America. *Not offered in 1991-92.*

Religion 220 (1)
Religious Themes in American Fiction. *Not offered in 1991-92.*

Religion 221 (2)
Catholic Studies. *Not offered in 1991-92.*

Religion 318 (2)
Seminar. Religion in the American Revolution. *Not offered in 1991-92.*

Sociology 103 (1)
Social Problems: An Introduction to Sociology

Sociology 207 (1)
Criminology. *Not offered in 1991-92.*

Sociology 209 (2)
Social Inequality: Class, Race, and Gender

Sociology 213 (1)
Law and Society. *Not offered in 1991-92.*

Sociology 215 (2)
Sociology of Popular Culture

Sociology 216 (1)
Sociology of Mass Media and Communications

Sociology 228 (1)
Sociology of Work and Occupations

Sociology 229 (1)
Organizations and Organizational Behavior. *Not offered in 1991-92.*

Sociology 311 (2)
Seminar. Family and Gender Studies

Sociology 338 (2)
Seminar. Topics in Deviance, Law and Social Control. Topic for 1991-92: The Social Organization of Law

Spanish 210 (2)
Chicano Literature: From the Chronicles to the Present

Spanish 304 (2)
Hispanic Literature of the United States. *Not offered in 1991-92.*

Technology Studies 335 (2)
Seminar. Designing Policy and Technology for the Disabled. *Not offered in 1991-92.*

Women's Studies 222 (2)
Women in Contemporary Society: Different Ways of Knowing

Women's Studies 250 (2)
Asian Women in America. *Not offered in 1991-92.*

Women's Studies 316 (2)
Seminar. History and Politics of Sexuality in the United States. *Not offered in 1991-92.*

Women's Studies 320 (2)
American and Health Care History in Gender, Race and Class Perspective. *Not offered in 1991-92.*

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third World.

Anthropology

Professor: *Kohl (Chair), Shimony*[A], *Merry*

Associate Professor: *Bamberger, Campisi*

Assistant Professor: *Edens*

Instructor: *Mehta*

104 (1) (2) Introduction to Anthropology

This course introduces students to fundamental concepts in the analysis of human behavior and social life, beginning with a discussion of human evolution and the emergence of the family. Through a comparative study of tribal and peasant societies, variations in kinship, politics, economics, and religion are explored. Attention is also given to the cultural changes of these societies in the contemporary world. *Open to all students.*

Ms. Merry, Mr. Campisi

106 (1) (2) Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Field trips to neighboring archaeological sites will be planned. *Open to all students.*

Mr. Kohl, Mr. Edens

200 (1) Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include Sociobiology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism. *Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor. Not offered in 1991-92.*

204 (2) Physical Anthropology

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*. *Open to all students.*

Mr. Edens

205 (2) Social Anthropology

This course will cover some of the classic works in social anthropology by British-, French-, and American-trained twentieth century scholars. Students will be asked to reconsider the ethnographic enterprise (i.e., the relationship between field work and the anthropological text) in light of competing interpretations. Topics considered will include the social relations of exchange, family and community, the role of authority, witchcraft and ritual, and the uses of cultural symbols by village, tribe and nation. *Prerequisite: 104 or by permission of the instructor. Not offered in 1991-92.*

210 (2) Racism and Ethnic Conflict in the United States and the Third World

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations. *Prerequisite: 104, or one unit in Sociology, Black Studies, Political Science, or Economics, or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

212 (1) The Anthropology of Law and Justice

Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace, and conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement. *Prerequisite: 104, or one unit in Political Science or Sociology, or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

234 (2) Urban Poverty

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology.

Prerequisite: 104, or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite. Not offered in 1991-92.

236 (1) Witchcraft, Magic and Ritual: Theory and Practice

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Brazil, Africa and Mexico) and West European societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A fieldwork component will be an option, permitting the student an opportunity to observe and analyze a ritual event. *Prerequisite: 104, or by permission of the instructor. Not offered in 1991-92.*

242 (1) The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. *Open to all students.*

Mr. Eden

244 (1) Societies and Cultures of the Middle East

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective. *Prerequisite: 104, or one unit in Political Science, Economics, Sociology, or History.*

Mr. Kohl

246 (2) Societies and Cultures of Central America and the Caribbean

A survey of the tribal, rural, and urban peoples of Central America and the Caribbean with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements, and current regional conflicts. Attention also will be given to current political developments and human rights issues in Central America. *Prerequisite: same as 244. Not offered in 1991-92.*

247 (1) Societies and Cultures of the Soviet Union

A survey of the non-Russian, largely non-European peoples of the Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). Nationality policies and issues in the Soviet Union will be introduced with particular emphasis on current ethnic conflicts, such as territorial disputes or return of displaced peoples to their traditional homelands. The effects of these issues on the development of the Soviet state also will be discussed. *Prerequisite: same as 244. Not offered in 1991-92. Offered in 1992-93.*

248 (2) African Cultures in Modern Perspective

A survey of the ethnological background and an analysis of cultural transformations of African institutions. Topics covered will include racial and ethnic conflict, stratification, leadership, militarization, economic modernization, and cult formation. Emphasis on West and South Africa. *Prerequisite: same as 244. Not offered in 1991-92.*

249 (2) Traditional Societies of Post-Conquest South America

This study of the social structure and culture of tribal peoples, agrarian communities, and peasants in cities focuses on the effects of colonialism: slavery, ethnocide, and the destruction of the rain forest in lowland South America (Brazil, Colombia, Venezuela, Ecuador, Peru). *Prerequisite: 104 or 100-level Anthropology, Sociology, Spanish or Political Science course.*

Ms. Bamberger

256 (2) Archaeological Theory and Data Analysis

An evaluation of current trends in archaeological method and theory. The concept of prehistory from the 19th century to the present, and the development of schools and national traditions of archaeological research, such as the New Archaeology and today's Post-Processual Archaeology. Research on the analysis of archaeological materials through modern data-processing techniques, including computer graphics applications for analyzing and presenting archaeological data. *Prerequisite: 104 or 106 or permission of the instructor.*

Mr. Kohl

269 (1) The Anthropology of Gender Roles, Marriage and the Family

An examination of the variations in gender roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures. *Open to all students.*

Ms. Mehta

275 (1) Technology and Society in the Third World

Examination of the social and political implications of the transfer of technology from the industrial North to Third World societies. We will begin with an historical overview of the role of technology in the encounter between Europeans and agricultural and foraging peoples since the fifteenth century. The course will focus on the impact of the introduction of both simple and complex technologies in the contemporary world. Topics to be discussed include the use of small-scale technologies in development, the Green Revolution in agriculture, women and development, industrial technologies and major accidents such as Bhopal, India, and the emergence of a culture of technology and technological modes of thinking. *Prerequisite: one unit in Technology Studies, Anthropology or Sociology, or two units in another social science or in the physical sciences. Not offered in 1991-92.*

301 (2) Anthropological Theory

Historical landmarks of anthropological thought. Examination of current evolutionary, functional, and symbolic theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology. *Prerequisite: 104 and one Grade II unit, or by permission of the instructor.*

Ms. Bamberger

308 (1) Seminar for Materials Research in Archaeology and Ethnology

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts. *Open by permission of the instructor.*

Ms. Lechtman (MIT)

317 (1) Economic Anthropology

Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development. *Prerequisite: 104 and one Grade II unit in Anthropology, or Economics, or Sociology, or by permission of the instructor. Not offered in 1991-92.*

318 (2) Social Theories and Models of the Past

An examination of the social theories that have inspired prehistorians, historians, and historical sociologists/anthropologists. Various speculative philosophers of history (e.g. Vico, Marx) and classical sociological and anthropological schools (e.g. evolutionism, Weberian historical sociology), which attempt to define large-scale historical patterns, will be briefly reviewed. Contemporary macro-historical and major prehistoric studies will be analyzed to determine how the compilation and presentation of data have been guided implicitly or explicitly by specific social theories. Readings will include selections from Abrams, Adams, Anderson, Braudel, Childe, Wallerstein, and Wolf. *Not offered in 1991-92.*

342 (2) Seminar: Native American Ethnology

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.*

Mr. Campisi

346 (1) Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered. *Prerequisite: two Grade II courses in*

any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2
By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360

Cross-Listed Courses
For Credit

Extradepartmental 247 (2)
The New Challenge to Human Rights in a Democratic Latin America

Language Studies 114 (1)
Introduction to Linguistics

Peace Studies 259 (2)
Peace and Conflict Resolution

Directions for Election
Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. We recommend statistics in the sociology department. Students may also elect the statistics course offered by economics or psychology, or calculus or statistics in the mathematics department, depending on the particular need and interest of the student.

Students who wish a minor in Anthropology must take five courses: 104 or 106, two 200-level courses, and two 300-level courses. Students are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: O'*Gorman*[1], Harvey[1], Friedman[2], *Ribner*[2]

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take Art 100 and Art 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

History of Art

Art 100 (1-2)
Introduction to the History of Art

Art 203 (2)
Cathedrals and Castles of the High Middle Ages. *Not offered in 1991-92.*

Art 228 (2)
Nineteenth- and Twentieth-Century Architecture

Art 229 (1)
Renaissance and Baroque Architecture

Art 231 (2)
Architects and Buildings of 19th-Century North America

Art 233 (1)
Domestic Architecture and Daily Life. *Not offered in 1991-92.*

Art 234 (1)
Paris: Capital of the Nineteenth Century. *Not offered in 1991-92.*

Art 235 (1)
Landscape and Garden Architecture

Art 254 (1)
Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1991-92.*

Art 309 (2)
Seminar. Problems in Architectural History. Topic for 1991-92: Architects and Clients: How Architecture Happens.

Art 320 (1)
Seminar. Problems in American Art and Architecture. Topic for 1991-92: Three American Architects: Richardson, Sullivan, Wright.

Art 332 (2)
Seminar. The Thirteenth-Century King as Patron (Offering in 1991-92 depends on Staffing)

Art 333 (2)
Seminar. The High Baroque in Rome. Topic for 1991-92: The Art and Architecture of Bernini, Borromini, and Pietro da Cortona.

Art 340 (2)
Seminar. Studies in American Art and Architecture. Topic for 1991-92: The Architecture and Design of the Arts and Crafts Movement in the United States.

Studio Art

Art 105 (1) (2)
Drawing I

Art 217 (1)
Life Drawing

Art 207 (1)
Sculpture I

Art 209 (1)(2)
Basic Two-Dimensional Design

Art 213 (1) (2)
Basic Three-Dimensional Design

Art 307 (2)
Sculpture II

Art 314 (2)
Advanced Drawing

Art 317 (1)
Seminar. Problems in the Visual Arts

MIT

4.01 (1) (2)
Issues in Architecture

4.04 (1) (2)
Built Form Observation

4.125 (1)
Design Studio Level I (2 Wellesley units)

4.126 (2)
Design Studio Level II (2 Wellesley units)

4.402J (1)
Basic Building Construction

Mathematics

Mathematics 115 (1) (2)
Calculus I

Mathematics 116 (1) (2)
Calculus II

Physics

Physics 104 (1)
Basic Concepts in Physics I

Physics 107 (1) (2)
Introductory Physics I

Art

Professor: *Armstrong*[A], *Clapp*, *Fergusson*[A], Freed, Harvey[A2], Marvin (Chair), O'Gorman, Rayen, Wallace

Associate Professor: *Carroll*[A], Dorrien, Friedman[A1]

Assistant Professor: *Bedell*, *Berman*, *Black*, *Gomez*[A], Higonnet[A], Hooper, Kernan, Ribner, St.Laurent, Shore, Spatz-Rabinowitz[A], Swift[A], Wheelwright

Instructor: *Allen*, *Zuraw*

Lecturer: *DeLorme*, *Harris*, *Rhodes*

The Department of Art offers majors in the history of art, architecture, studio art, and art history and studio combined, and minors in the history of art and studio art. Some of the courses in art history include studio laboratories, since the department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required for these laboratories and the laboratory work is adjusted to the student's ability.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or the summer.

History of Art

100 (1-2) Introduction to the History of Art

A foundation course in the history of art. The course surveys the major styles in Western art and architecture from antiquity to the present, and introduces the arts of Asia and of the Islamic world. Weekly conference sections explore selected issues in small discussion groups that meet in the Wellesley College Museum and on the Wellesley campus, and stress direct observation of art and related studio problems. *Required course for all Art History, Architecture, and Studio majors, who should elect it in the first or second year at Wellesley. Juniors and Seniors may elect 100 (1) or 100 (2) independently. First year students and Sophomores may elect 100 (1) independently, but credit for 100 (2) is given only if 100 (1) has also completed.*

The Staff

202 (1) Italian Medieval Art: Church Architecture and Decoration

A survey of the major ecclesiastical buildings in Italy from the 11th century (Pisa) through the cathedral complexes of the 14th century in Florence and Siena. A preface to this uniquely Italian version of Gothic art will be provided by important Early Christian, Byzantine and Cistercian models in Italy. Contemporary sculpture and painting will be treated with particular reference to their important role in the decoration and completion of these church complexes. The contribution of individual artists such as Nicola and Giovanni Pisano, Arnolfo di Cambio, Giotto and Duccio will be given special attention. *Open to all students without prerequisite.*

Ms. Zuraw

203 (2) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. *Open to all students. Not offered in 1991-92.*

Mr. Fergusson

211 (2) African Art

A survey of the major artistic traditions of Africa. The focus will be on ancient African arts, art and gender, and the arts of the masquerade. Museum visits to the Harvard Peabody Museum, the Metropolitan, and the Center of African art in New York.

Mr. Harris

219 (1) Nineteenth-Century Art

History of Western European visual culture in the nineteenth century. Concentration on painting's rise to predominance and on its relationship to social issues and to other art forms: photography, prints, ethnographic art and urban design. Course requirements emphasize critical reading and address problems of writing about visual material. *Open to sophomores who have taken Art 100 (1) and (2), by permission of the instructor to first year students who are taking Art 100, and to juniors and seniors without prerequisite. Not offered in 1991-1992.*

Ms. Higonnet

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez. *Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.*

Mr. Wallace

221 (2) Seventeenth-Century Art in Northern Europe

Dutch and Flemish painting of the seventeenth century, with emphasis on Rubens, Hals, Rembrandt, and Vermeer. *Prerequisite: same as for 220. Not offered in 1991-92.*

Mrs. Carroll

223 (2) The Decorative Arts

Topic for 1991-1992 The Taste of France. A study of the taste which shaped the interiors of French town houses and châteaux from the end of the Middle Ages to the 20th century. Topics include architecture, furniture, porcelain, silver, painting, sculpture, tapestries, and garden design, all of which contributed to the settings created for the display of monumental art. Also included are Robert Adam and English Neoclassicism. *Open to all students.*

Mrs. DeLorme

224 (2) Modern Art

A survey of modern art from its roots in the late nineteenth century to the 1990s, including Symbolism; Cubism and its Affinities; Fauvism and Expressionism; Abstract Art in Holland, Germany, and Russia; Dada and Surrealism; Abstract Expressionism and Post-War developments. Although primarily a history of painting and sculpture, the course will also examine allied developments in architecture, functional design and decorative arts. *Open to students who have taken Art 100, 216, Art 105 or by permission of instructor.*

Ms. Berman

225 (2) Image Context: New Media Theory and Practice

This course will combine studio and discussion sections to investigate communication systems which have significantly changed our visual and cultural environment. The media we will explore —photography and photograph captions, newspaper and magazine layout, billboards and posters, television, video, film and computer networks—all rely on the interaction of text (written or spoken) and image to convey information. Students will pursue both written and studio work throughout the semester. *Enrollment limited. Open by permission of the instructors. Formerly Technology Studies 218. Not open to students who have taken Technology Studies 218. Not offered in 1991-92.*

226 (2) History of Photography

Survey of European and American nineteenth- and twentieth-century photography in terms of both technical developments and broader aesthetic currents. While monographic treatment will be given to such important figures as Cameron, Atget, Stieglitz and Moholy-Nagy, broader issues, including the history of photographic criticism, will be examined. *Prerequisite: 100, 216, 108, or permission of instructor. Not offered in 1991-92.*

228 (2) Nineteenth- and Twentieth-Century Architecture

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present. *Open to all students.*

Ms. Friedman

229 (1) Renaissance and Baroque Architecture

A survey of building in Italy, Spain, France, and England from 1400 to 1800 with special emphasis upon its relevance to the study of the architecture of North America. *Open to all students. All auditors welcome.*

Mr. O'Gorman

231 (2) Architects and Buildings of 19th-Century North America

Lectures and Readings on the development of the architecture of the United States from Thomas Jefferson to Frank Lloyd Wright. Other than personalities and styles, the course will focus on the history of the profession, of architectural graphics, of mechanical and structural technologies, of the rise of cities and the sprawl of suburbs. *Open to all students without prerequisite. No limit on size. All auditors welcome.*

Mr. O'Gorman

232 (1) American Painting from Colonial Times to World War II

A survey of American painting from the 17th century to World War II. Major artists will include John S. Copley, Winslow Homer, Mary Cassatt and Edward Hopper. Special emphasis will be placed on works in area collections. *Open to all students without prerequisite.*

Ms. Bedell

233 (1) Domestic Architecture and Daily Life

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed. *Open to all students. Not offered in 1991-92.*

234 (1) Paris: Capital of the Nineteenth Century

A course on Paris and its role in the nineteenth century. Topics include: avant-garde art movements (particularly Impressionism), urban design, fashion and the Parisian politics of revolution. *Open to all students. Not offered in 1991-92.*

235 (1) Landscape and Garden Architecture

An examination of the major formal and ideological developments in landscape and garden architecture from the Middle Ages to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens in the Spring. *Open to all students.*

Mr. Rhodes

241 (1) Egyptian Art

A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian Art in its cultural context. Readings from contemporary Egyptian sources in translation. Not open to students who have taken 201. *Open to sophomores, juniors, and seniors, and to first year students who have taken 100 (1), or 215.*

Ms. Freed

242 (1) Greek Art

Greek Art from the Dark Ages to the death of Cleopatra. The course is a historical survey of the arts of Greece in this period, but special attention is paid to sculpture. The influence of classical form on later Western Art is also considered. Not open to students who have taken this topic as 200. *Open to sophomores, juniors and seniors who have taken 100 (1), or by permission of the instructor. Not offered in 1991-1992.*

Ms. Marvin

243 (2) Roman Art

A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting; the function of art in Roman society; the nature of Roman taste; and the influence of Roman art on later Western art. Not open to students who have taken this topic as 200. *Open to sophomores, juniors, and seniors who have taken 100 (1), or 215, or by permission of the instructor.*

Ms. Marvin

246 (2) The Arts of India

The arts of greater India. A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Mrs. Clapp

247 (1) Islamic Art and Culture

A survey of Islamic art and culture beginning with its formation in the seventh century and continuing through the early twentieth century. For the early period, the focus will be on the historical and philosophical development of Islamic art from the diverse cultural and artistic traditions in which it originated. For the later period, the focus will be on the art and architecture of the Ottoman Empire, Persia, and India. Museum visits to the Sackler, BMFA, and Metropolitan will complement course material. *Open to all students.*

Ms. St. Laurent

248 (1) Chinese Painting

A study of the themes and styles of Chinese painting with special attention to the expression of Chinese philosophical and social ideals. The

course will examine the magical and political function of early figure painting, the conquest of naturalism in the classical art of the Sung dynasties, and the scholars' painting of the later dynasties. Study of and visits to the collections of the Boston Museum of Fine Arts and Sackler Museum. Not open to students who have taken 248M. *Open to all students.*

Mrs. Clapp

248M (1) Arts of the Far East

This course will examine chronologically the major cultural and aesthetic ideals of China and Japan as they are reflected in the plastic arts. The neolithic and bronze ages will be studied through their characteristic art forms of ceramics, jade, and ritual vessels. Sculpture and Zen painting under the Buddhist Church will be traced in China and thence to their further development in Japan. In the later periods the lectures will discuss the painting of classical naturalism in China, the humanistic painting of scholar-artists, the tradition of the great screen decorators in Japan, and the appearance of popular art in the Japanese woodblock print. Discussion groups will concentrate on formal analysis of and interpretation of meaning in selected works of art. Class visits to and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum, Harvard. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. Not open to students who have taken 248. *Open to all Wellesley and MIT students.*

Mrs. Clapp

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249 (2) Arts of Japan

The sculptural and pictorial arts of Japan, from the Buddhist period to the 18th-century woodblock print. The course will concentrate on Japan's early ties with India and China, the subsequent development of a native Japanese style in the narrative handscroll, the art of the great screen painters, and the emergence of the print tradition. Study of and visits to the collections of the Boston Museum of Fine Arts and the Sackler Museum, Harvard University. *Open to all students. Not offered in 1991-92. Offered in 1992-1993.*

Mrs. Clapp

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250 (1) From Giotto to the Art of the Courts: Italy and France, 1300-1420

Topics to be explored are: the great narrative tradition in Italian painting and sculpture—Giotto, Duccio, and Giovanni Pisano, the Sienese painters Simone Martini and the Lorenzetti in the context of the Italian medieval city state; the reaction of artists to the Black Death of 1348; French manuscript painting under Valois patronage, especially the Limbourg Brothers and Jean, Duc de Berry. Visits to Rare Book Collections are planned. *Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite. Not offered in 1991-92.*

Ms. Armstrong

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251 (2) Italian Renaissance Art

Painting and sculpture in Italy in the fifteenth and early sixteenth centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, Ghiberti and Luca della Robbia; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; Medici patronage of Uccello, Pollaiuolo and Botticelli; the development of the High Renaissance style by Leonardo, Raphael, and Michelangelo. *Prerequisite: Open to first year students and sophomores who have taken Art 100 (1 or 2) and to juniors and seniors without prerequisite.*

Ms. Zuraw

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254 (1) Urban Form: Medieval, Renaissance, and Baroque

The course surveys the history of urban form from antiquity to the 18th century with emphasis on medieval and Renaissance urban phenomena in Italy, France, and Germany. Topics include: introduction to Greek and Roman city planning; medieval town types such as market towns, cathedral towns, and planned "new towns"; medieval Siena and its public art; Italian Renaissance architectural theory and practice in relation to the city; Renaissance and Baroque innovations in Italy and France. *Open to sophomores who have taken 100 (1 or 2), or a 200-level course in Medieval or Renaissance art; to juniors and seniors without prerequisite; or by permission of the instructor. Not offered in 1991-92.*

Ms. Armstrong

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304 (2) Seminar. Problems in Italian Renaissance Sculpture

Topic for 1991-92: Donatello and Fifteenth-Century Italian Sculpture. A study of the life and works of Donatello (1386-1466), the most independent and original Italian sculptor of the fifteenth century. Issues of patronage, iconography, antique and contemporary models and social or political change will be viewed through the prism of individual commissions to the sculptor. Attention will be devoted to problems arising from the

existing literature. His career will also serve as a springboard from which to study developments in the later half of the century with reference to sculptors such as Desiderio, Bernardo and Antonio Rossellino, Verocchio and the young Michelangelo. *Prerequisite: any 200 or 300 level course in Medieval or Renaissance art or history. File application in department.*

Ms. Zuraw

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305 (1) The Graphic Arts

A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. Careful study of original prints in the Wellesley College collections, and frequent field trips to public and private collections. Laboratory required. *Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting.*

Mr. Wallace

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309 (2) Seminar. Problems in Architectural History

Topic for 1991-92: Architects and Clients: How architecture happens. Through comparative case studies ranging in date from the 16th century to the present, this seminar examines various factors — aesthetic values, social history, gender, economics, and cultural attitudes — that contribute to the design of significant buildings. *Art 228 or 229; and with permission of the instructor.*

Ms. Friedman.

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311 (1) Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late fourteenth through the sixteenth centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Bruegel the Elder. *Open to sophomores, juniors and seniors who have taken or are taking one Grade II unit in the history of art, or in Medieval/Renaissance Studies or by permission of the instructor. Not offered in 1991-92.*

Mrs. Carroll

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312 (2) Problems in Nineteenth-Century Art

Topic for 1991-92: Approaching Landscape. Monet's sun-drenched views of Argenteuil. Winslow Homer's sparkling watercolors of the Bahamas. Constable's rain-soaked visions of the Stour Valley. Examination of such works by European and American landscape painters dating from the late 18th through the early 20th century, the Golden Age of landscape painting. Consideration of how these works were produced, marketed, and viewed in their own time as well as how they have been interpreted in ours. Various approaches to landscape painting will be employed including contextual, psychoanalytic, and feminist. *Prerequisite: Art 100, or any Grade II course in art history.*

Ms. Bedell

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320 (1) Seminar: Studies in American Art and Architecture

Topic for 1991-92: Three American Architects: Richardson, Sullivan, and Wright. A seminar devoted to the careers of H. H. Richardson (1838-1886), L. H. Sullivan (1856-1924), and Frank Lloyd Wright (1867-1959), with emphasis on the interrelationships among them and the relationship of their collective achievement to the coeval and historical development of city and suburb in the United States. Lectures, readings, oral presentations, written papers. *Limited to 10 students. No auditors. Open by permission of the instructor only.*

Mr. O'Gorman

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330 Seminar. Renaissance Art

Not offered in 1991-92.

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331 (2) Seminar. The Art of Northern Europe

Not offered in 1991-1992.

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332 (2) Seminar. The Thirteenth-Century King as Patron

The brilliant reigns of Philip Augustus and Louis IX in France, and of Henry III and Edward I of England witnessed a prodigious flowering of both ecclesiastical and castle architecture. The seminar will focus on the role of the monarch as patron and of the court as a forcing ground of technical and artistic innovation. *Prerequisite: 100(1)/215. Open by permission of the instructor only. File application in department. Not offered in 1991-92.*

Mr. Fergusson

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333 (2) Seminar. The High Baroque in Rome

Topic for 1991-1992: The art and architecture of Gian Lorenzo Bernini, Francesco Borromini and Pietro da Cortona. *Prerequisite: 220 or permission of the instructor.*

Mr. Wallace

334 (2) Seminar. Archaeological Method and Theory

Not offered in 1991-1992.

335 (1) Seminar. Problems in Modern Art

Topic for 1991-92: Modernism and the Cult of Personality. This seminar will first explore the images of the artist codified in the critical literature of early Modernism — bohemian, asocial, heroic, psychologically aberrant — and then trace their development and transformation in twentieth-century art criticism. We will also examine works of art (particularly artists' self-portraits), popular literature, and film in our examination of the critical construction and negation of the modern artist-hero. *Open by permission of the instructor.*

Ms. Berman

336 (1) Seminar. Museum Issues

An investigation of the history and structure of museums, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society. Issues of conservation, exhibition, acquisition, publication, and education will be examined. Visits to museums, galleries, and private collections in the area. *Limited enrollment. Open by permission of the instructor to junior and senior art majors.*

Ms. Taylor

337 (2) Seminar. Chinese Painting

Interpretation of major themes of Chinese painting. This seminar will examine the symbolic and social or philosophical meaning of such major genres and subjects of Chinese painting as: portraits, commemorative paintings, horses, bamboo, flowering plums, cityscapes, topographical landscapes, and gardens. *Prerequisite: 248. Open by permission of the instructor. File application in department. Not offered in 1991-92. Offered in 1992-93.*

Mrs. Clapp

340 (2) Seminar. Studies in American Art and Architecture

Topic for 1991-92: The Architecture and Design of the Arts and Crafts Movement in the United States. A seminar devoted to the buildings and decorative arts of Frank Lloyd Wright, the Stickley Brothers, Greene and Greene, Will Price, The Shop of the Crafters, the Roycrofters, Limbert, the Saturday Evening Girls, and other men and women who designed in wood metal, ceramics, textiles and so forth. The influence of Englishmen such as John Ruskin and William Morris, the development of regional expressions in the United States, the relationship of these artists to the social and economic theories of the day are some of the topics to be discussed. *Limited to 10 students. No auditors.*

Mr. O'Gorman

341 (1) Topics in The Social History of Art

Not offered in 1991-1992.

345 (1) Seminar. Historical Approaches to Art for the Major

Comparative study of the major art-historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, feminism and art, psychology of perception, and theories of art criticism. Weekly meetings will stress class discussion. Recommended to all art majors. *Open to juniors and seniors who have taken one Grade II unit in the department. Open by permission of the instructor only. File application in department.*

Mr. Rhodes

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the department chair.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston area colleges and universities. These are held in the museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only.* Call the instructor for information about the day and time of classes and application procedures as the class size is limited.

381 (1) American Painting, 1875-1925

Using works of art from the Museum's permanent collection, this seminar will examine the history of American painting from the time of the nation's centennial through the first quarter of the twentieth century. Issues to be discussed will include the development of Impressionism from an avant-garde to an academic style, the advent of European modernism and its effects on American artists, and consequent efforts to create an "American" style. *Limited to 12 students. Seniors and graduate students with majors in art history preferred; previous survey courses in American art helpful. Admission to Museum seminars is by permission of the instructor.*

Ms. Hirshler, Assistant Curator, American Paintings (267-9300, ext. 408)

382 (2) Introduction to Ancient Egyptian Art and Iconography

This course will study the iconographical developments in the sculpture, painting and relief of Ancient Egypt. Aspects of Egyptian religion, society, history, and economy will be examined from the Old Kingdom through the Late Period. We will study in detail works of art in the collection of the Museum of Fine Arts, including rarely exhibited works from storage. This thematic study will provide a perspective on the importance of iconography as a dating mechanism in Ancient Egyptian art, as well as a tool for examining the development of style and content in Egyptian art. *Limited to 15 students. Admission to Museum seminars is by permission of the instructor.*

Ms. Joyce Haynes, Department of Egyptian and Ancient Near Eastern Art (267-9300, ext. 325)

394 (1) The Preservation and Scientific Examination of Works of Art

The technical examination and preservation of works of art will be explored through lectures, demonstrations and readings concentrating on the Museum's collections. The course will focus on the work of art as the source of information about the materials and techniques of artists and craftsmen, how these materials can interact with their environment, and what measures may be taken to preserve them. Analytical instrumentation currently used for research and authentication is discussed throughout the course. *Limited to 12 students. Restricted to seniors and graduate students. Early registration is recommended. Admission to Museum seminars is by permission of the instructors.*

Margaret Leveque, Richard Newman and other members of the Museum's conservation facilities (267-9300, ex 467)

397 (2) The History and Evolution of the Japanese Woodblock Print

A survey of the history and evolution of the Japanese woodblock print, emphasizing the eighteenth-century but extending into the nineteenth century as time permits. The seminar will focus on influential masters and their contributions, the range of subject matter depicted in Ukiyo-e prints, and the relevance of these prints to Japanese popular culture of the period. *Limited to 12 students. Previous coursework in Japanese art, history, or literature is recommended; some knowledge of basic Japanese desirable. Admission to Museum seminars is by permission of the instructor.*

Mr. Hickman, Department of Asiatic Art (267-9300, ext. 223)

Cross-Listed Courses

For credit

Anthropology 308 (2)

Seminar for Material Research in Archaeology and Ethnology

Directions for Election

History of Art

An Art major concentrating in History of Art must elect:

A. Art 100 (1) and (2)

B. One of the following courses in Studio Art: 105, 108, 204, 205, 209, 213.

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements.

For distribution a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. Among the three areas elected one must be either before 1400 A.D. or outside the tradition of Western European art.

Normally, Art 223, 233, 254, 305 and 345 may not be used to meet this distribution requirement. Consult the department chair for exceptions to

this practice. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement.

No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one studio, two art history) may be counted towards the minimum major. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or Asian art. Students interested in such a plan should consult the department chair as early in the first year or sophomore year as possible.

Art 345 is recommended for all majors, especially those who are considering graduate study in History of Art.

A reading knowledge of German, French, or Italian, is strongly recommended. Graduate programs in the History of Art require degree candidates to pass exams in French and German, so these languages are particularly important for students considering graduate school.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100, 103, and 201. They should also consult the Catalog carefully for other courses in history as well as in the literature, religion, philosophy, and music of the areas which particularly interest them.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

A History of Art minor (6 units) consists of:

(A) Art 100 (1&2) or Art 215/216 and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100/215/216 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. Some examples are: Asian art, 19th/20th century art and architectural history. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at Wellesley College.

The attention of students is called to the interdepartmental majors in Architecture, Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

Studio courses meet twice a week for double periods.

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105 (1) (2) Drawing I

Introductory drawing with emphasis on the development of skill in seeing and the control of line, value and composition. A variety of techniques and media will be used. *Preference given to nonseniors. Open to seniors by permission of the instructor only.*

The Staff

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108 (1) (2) Photography I

Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. *Signature required for admission. Preference given to non-seniors.*

Ms. Black

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204 (1) Painting Techniques

A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, encaustic, Venetian oil technique, acrylic and pastel, with emphasis on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Open to all students.*

Ms. Shore

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205 (2) Materials and Techniques of Sculpture

A survey of significant techniques and materials relating to the history of sculpture from the classical to the modern period. Laboratory problems of a purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or permission of the instructor. Not offered in 1991-92.*

Mr. Dorrien

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217 (1) Life Drawing

Understanding the human figure by direct observation of and drawing from the model. A highly

structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class work drawings as well as homework assignments. Dry and wet media and drawing on several scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure. Not open to students who have taken 316. *Prerequisite: 105.*

Ms. Harvey

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207 (1) Sculpture I

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with direct visual observation of the model, will be emphasized. Studio fee. *Prerequisite: 105 or 213 or permission of the instructor.*

Mr. Dorrien

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208 (2) Photography II

The development of the student's personal photographic vision. Weekly critiques of students' on-going personal photography. Several classes and a semester-long study will be concerned with photographic technique and processes. See 225. *Limited enrollment, preference will be given to students majoring or intending to major or minor in Art/Art History or Architecture. Prerequisite: 108 or permission of the instructor.*

Ms. Black

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209 (1) (2) Basic Two-Dimensional Design

A series of problems in two-dimensional design intended to develop both observational and formal skills. Introduction to line, shape, color, structure, and other tools of the artist. Design involves the formation of an effective visual statement. *Open to all students.*

Ms. Kernan (1); Ms. Black (2)

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210 (2) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue. *Open to all students.*

Mr. Rayen

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212 (1) Introduction to Printmaking

This course presents printmaking as a graphic image-making process. Traditional techniques of intaglio, relief and lithography will be examined as well as other methods of printing such as monoprinting, collography, stenciling and stamping. Printmaking as an alternative way of drawing and painting, and ways of combining various print media, will be explored. *Prerequisite: 105 or 209.*

Ms. Ribner

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213 (1) (2) Basic Three-Dimensional Design

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project. *Open to all students.*

Mr. Wheelwright (1), Mr. Dorrien (2)

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214 (2) Photographic Processes

Through a series of lectures, readings and laboratory experiences, this course will engage students both conceptually and experientially in the basic premises of current photographic technology. We will also consider the history and development of these photographic processes, as well as their social and cultural implications. *Formerly Technology Studies 217. Not open to students who have taken Technology Studies 217. Not offered in 1991-92.*

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218 (1) (2) Introductory Painting

A study of basic forms in plastic relationships in a variety of media. *Prerequisite: 105 or 209 or permission of the instructor.*

Mr. Rayen (1), Mr. Hooper (2)

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307 (2) Sculpture II

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. Studio fee. *Prerequisite: 207 or permission of the instructor.*

Mr. Dorrien

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315 (1) Problems in Advanced Painting

Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles which observation and memory play in the development of individual concepts. Painting 315 and Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent. *Not offered in 1991-92.*

314 (2) Advanced Drawing

In depth exploration of drawing techniques, materials, and advanced concepts including form, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery. Not open to students who have taken 206. *Prerequisite: 105.*

Ms. Ribner

317 (1) Seminar. Problems in the Visual Arts

This course is designed for students to explore and develop the relationships between image making and one's personal set of skills, strenghts, interests, obsessions and memories. Each student identifies for herself the significance of working in harmony with her personal goals while continuing to evolve skills in a variety of media. Group discussions of assigned reading and other weekly projects will be required. Highly recommended for students anticipating an independent study project or careers in art. *Prerequisite: either 206, 207, 316, 318, or permission of the instructor.*

Ms. Harvey

321 (2) Advanced Painting

Continuing problems in the formal elements of pictoral space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media. *Painting 318 & Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent.*

Mr. Rayen

322 (2) Advanced Printmaking

Topic for 1991-92: Intaglio. This course continues from the introductory course to approach printmaking as a way of developing and organizing visual information. Projects will challenge students to pursue personal imagery and to acquire greater technical mastery. The emphasis of the course alternates every other year between intaglio and lithography. *Studio Fee. Prerequisite: 212.*

Ms. Kernan

350 (1) (2) Research or Individual Study

Open to qualified students by permission of the instructor and the department chair.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Applied Arts Program

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer one noncredit course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving. *Open to all students.*

Directions for Election

Studio Art

An art major concentrating in Studio Art must elect 100 (1) and (2), 105, 209, and 213; and in addition at least two Grade II and two Grade III units in Studio Art. All Studio majors are encouraged to take 317, especially those interested in independent study projects. Since the department believes in the importance of understanding the history of art, the attention of students is drawn to 224 and 219 (see History of Art).

A Studio art minor (6 units) consists of: (A) 105 and (B) 1 unit from 209, 210 or 213 and (C) 4 additional units from Studio art, including at least one at the 300 level (350 counts only in photography).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

Directions for Election

The Combined Major in Art History and Studio Art

A student may elect a combined Art History/Studio Art major by taking:

Art 100 (1) and (2) Introductory Survey

1 semester of Art 105 Introductory Drawing

1 semester of Art 209 Two-Dimensional Design

1 semester of Art 213 Three-dimensional Design

1 semester of Ancient, or Medieval, or Non-Western Art History

2 additional semesters of Grade II Art History

2 semesters of Grade III Art History

2 additional semesters of Grade II Studio Art

2 semesters of Grade III Studio Art

14 courses

The Combined Major in Art will require early planning, preferably in the first year.

Teacher Certification. Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.

Astronomy

Associate Professor: *Bauer, Benson, French (Chair), Little-Marenin*[A]

Instructor: *Brown*

101wL (1) (2) Introduction to Stars, Galaxies, and Cosmology with Laboratory

A survey of stars, galaxies and cosmology. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of stars and constellations, and use of the telescopes. *Not open to students who have taken 102, [103], 110 or 111.*

The Staff

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102 (1) (2) Introduction to Stars, Galaxies, and Cosmology

Identical to 101 except that it will not include the laboratory, and a term paper will be required. *Not open to students who have taken 101, [103], 110 or 111.*

The Staff

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104 (2) Recent Developments in Astronomy

Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication. Not to be counted toward the minimum major. *Not open to students who have taken 101, 102, 105, or 106. Prerequisite 103, or 110, or 111, or by permission of the instructor. Will no longer be offered after Spring 1992.*

The Staff

105wL (1) (2) Introduction to the Solar System with Laboratory

A survey of the solar system: the sun, planets, comets, meteors and asteroids. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of planets, stars and constellations, and use of the telescopes. *Not open to students who have taken [103], 106, 110, or 111.*

The Staff

106 (1) (2) Introduction to the Solar System

Identical to 105 except that it will not include the laboratory and, a term paper will be required. *Not open to students who have taken [103], 105, 110 or 111.*

The Staff

110wL (1) Fundamentals of Astronomy

A survey of astronomy with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in the other 100-level courses. Two periods of lecture and discussion weekly. Laboratory in alternate weeks and unscheduled observations at the Observatory. Recommended for students intending to choose one of the sciences or mathematics as a major. *Not open to students who have already taken 101, 102, [103], 105, 106 or 111.*

Mr. French

111 (1) Fundamentals of Astronomy

Identical to Astronomy 110 except that it will not include the laboratory. A term paper will be required. *Not open to students who have already taken 101, 102, [103], 105, 106 or 110.*

Mr. French

206wL (1) Basic Astronomical Techniques

Visual and photographic use of telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry. The laboratory work for this course will consist of projects which require unscheduled use of the telescopes. *Prerequisite: One semester of Astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.*

Mrs. Benson

207wL (2) Basic Astronomical Techniques II

Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The laboratory work for this course will consist of projects which require unscheduled use of the telescopes. *Prerequisite: 206 and some familiarity with calculus.*

Ms. Bauer

210 (1) Astrophysics I

The application of physical principles to astronomy, including celestial mechanics, electromagnetic processes in space, stellar structure and evolution and spectral line formation. *Prerequisite: One semester of Astronomy at the 100 level, and Physics 108 taken previously or concurrently, or by permission of the instructor.*

Mr. French

304 (1) Stellar Atmospheres and Interiors

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. The structure of and energy generation in stellar interiors. Stellar evolution. *Prerequisite: 210 and Mathematics 205. Physics 202 or [204] is recommended. Not offered in 1992-1993.*

Ms. Bauer

307 (1) Planetary Astronomy

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the earth's climate. Recent observations from the ground and from spacecraft will be reviewed. *Prerequisite: 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics. Not offered in 1991-1992. Offered in 1992-1993.*

Mr. French

310 (2) Astrophysics II

The application of physical principles to the interstellar medium, kinematics and dynamics of stars and stellar systems, galactic structure, special and general relativity, and cosmological models. *Prerequisite: 210 and Physics 108.*

Mr. French

349 (1) Selected Topics

Topics in previous years have included variable stars, galaxies, stars of special interest, and cosmic evolution. *Open by permission of the instructor. Not offered in 1991-1992.*

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Mathematics 205 (1) (2)

Intermediate Calculus

Physics 202 (1)

Modern Physics

Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205 or Extradepartmental 216; Physics 202 or [204]; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 and Computer Science 110 or 111 are strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is encouraged. The student is also urged to acquire a reading knowledge of French, Russian, German, or Spanish.

A minor in astrophysics (5 units) consists of: (A) 1 unit at the 100 level and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 101 or 102 and 105 or 106 and (B) 206 and 207 and (C) 350.

See page 10 for a description of Whitin Observatory and its equipment.

Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Hicks*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (228 and 328), the area of concentration must include the following units of Chemistry (114 [or 113] and 115 or 120, 211 and 231); Biology (110, 219 and 220 [or 200 and 205], at least one unit of 313, 314, 316 or 317); and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry.

A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 228 and 231; Chemistry 328 and Math. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible.

Biological Sciences

Professor: *Widmayer, Allen, Coyne*[A], *Webb, Harris, Talentino*

Associate Professor: *Smith*[A1], *Cameron (Chair)*

Assistant Professor: *Blazar, Beltz, Peterman*[A], Moore[A], *Rodenhouse, Bedell, Giffin, Sweeney, Willey*

Laboratory Instructor: *Muise, Dermody, Hacopian, Lenihan, Paul, Soltzberg, Thomas*

Unless otherwise noted, all courses meet for two periods of lecture, and one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

107 (1) Biotechnology

This course focuses on industrial applications of recently developed biological techniques, primarily recombinant DNA. However, no prior knowledge of DNA (or biology) is expected, as all necessary background information will be discussed. Two lectures weekly. This course fulfills group C distribution but does not meet laboratory science requirement. Not to be counted toward minimum major in Biological Sciences. *Not offered in 1991-92.*

108 (2) Horticultural Science with Laboratory

Fundamentals of cultivation and propagation of plants, the effects of environmental and chemical factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the Alexandra Botanic Gardens, Hunnewell Arboretum and in the greenhouses. Not to be counted toward the minimum major in biological sciences. *Open to all students except those who have taken 111.*

Ms. Bedell, Mrs. Muise

109 (1) Human Biology with Laboratory

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a laboratory session every other week. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

110 (2) Cell Biology with Laboratory

Eukaryotic and prokaryotic cell structure, chemistry and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. *Open to all students.*

Mrs. Allen, Mrs. Blazar, Ms. Widmayer and Staff

111 (1) Experimental Biology: The Analysis of Biological Systems with Laboratory

Introduction to central questions and concepts in selected areas of biology and demonstration of various experimental approaches. Topics include: evolution, ecological systems, and plant and animal structure and physiology. Consideration of the importance of biological science to historical and current world problems. Laboratories include a series of related projects in experimental biology. *Open to all students.*

Mr. Harris, Mr. Cameron, and Staff

112 (1) Evolution

Historic and current ideas on the evidence for, and causes of, evolution; introduction to Mendelian and molecular genetics. Case studies include origin of life, endosymbiosis, human evolution, and the preservation of genetic diversity. Two lectures weekly. Meets the Group C distribution requirement as a nonlaboratory unit, but does not count towards the minimum major in Biology. Formerly Extradepartmental 112. *Open to all students. Offering in 1991-92 to be determined.*

Ms. Widmayer

201 (1) Ecology with Laboratory

Introduction to the scientific study of interactions between organisms and environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips. *Prerequisite: 111 or permission of the instructor.*

Mr. Rodenhouse

203 (1) Comparative Physiology and Anatomy of Vertebrates with Laboratory

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, cardiovascular, respiratory, digestive, muscle and eco-

logical physiology. The laboratories will incorporate the study of preserved materials and physiological experiments. *Prerequisite: 109 or 111, or by permission of the instructor.*

Mr. Cameron, Ms. Giffin

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206 (2) Histology I: Microscopic Anatomy of Mammals with Laboratory

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques. *Prerequisite: 110.*

Mr. Smith

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207 (2) The Biology of Plants: "From Photons to Food" with Laboratory

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants. *Prerequisite: 110 and 111.*

Ms. Bedell

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209 (2) Microbiology with Laboratory

Introduction to the microbial world, with emphasis on bacteria and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms. *Prerequisite: 110 and one unit of college chemistry.*

Mrs. Allen

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210 (1) Marine Biology with Laboratory

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, mid-water and deep-sea, intertidal, estuaries, and coral reefs. Emphasis is placed on the dominant organisms and food webs within each habitat. Field trips introduce students to local marine organisms and habitats. *Prerequisite: 111 or permission of the instructor.*

Ms. Willey

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213 (1) Introduction to Psychobiology with Laboratory

An introduction to the study of the relationship between the nervous system and behavior, with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. *Prerequisite: 111 or 109 and Psychology 101.*

Ms. Sweeney

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219 (1) Cellular Biology I with Laboratory

A two semester study (BioSci 219 and 220) of the structure and functioning of cells, primarily in eukaryotic systems. Emphasis will be placed on our present-day understanding of the principles governing cellular function, growth and differentiation as acquired through experimental analysis. The first semester will be devoted to an understanding of the molecular and biochemical basis of cellular organization and genetics. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology and enzyme kinetic analysis. *Prerequisite: 110 and one unit of college chemistry.*

Mr. Harris, Mr. Webb, Mrs. Dermody, Mrs. Hoult

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220 (2) Cellular Biology II with Laboratory

The second semester will emphasize the interactions between cells that provide the basis for tissue and organismal development. Topics will include: cell signaling, signal transduction, architecture, recognition and adhesion; cellular and tissue differentiation including aspects of both animal and plant development. The laboratory exercises will feature experiments in developmental biology, membrane physiology and immunology. *Prerequisite: 219 [note students who have not successfully completed the first half of this course, 219, will NOT be allowed to enroll in 220.]*

Mrs. Beltz, Mrs. Blazar, Mrs. Hoult, Ms. Thomas

Students who have taken either 200 and planned to take 205 should take 219; students who have

taken 205 and planned to take 200 should take 220. It is recommended that they consult with an instructor in the courses.

302 (2) Animal Physiology with Laboratory

The physiology of organ systems in vertebrates, with some emphasis on humans. The course will focus on recent findings in cardiovascular, endocrine, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research, including digital oscilloscopes, amplifiers, pressure transducers, chart recorders and computers. *Prerequisite: 200 or 205 or 213 or 219 or by permission of the instructor.*

Mr. Cameron

304 (2) Histology II: Human Microscopic Anatomy and Pathology with Laboratory

Analysis of structure: function relationships of human systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for electron microscopy, as well as hands-on experience at the transmission electron microscope. *Prerequisite: 206. Not offered 1991-92.*

305 (2) Seminar. Genetics

Topic for 1991-92: Mapping the Genome. *Prerequisite: 219 or by permission of Instructor.*

Ms. Widmayer

306 (1) Embryology and Developmental Biology: Principles of Neural Development with Laboratory

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems. *Prerequisite: 203 or 213 or 216 or by permission of the instructor.*

Mrs. Beltz

307 (2) Advanced Topics in Ecology: Conservation Biology

Conservation biology addresses the preservation and maintenance of biological communities, species, or populations undergoing a reduction of space or numbers. Lectures address selected topics in conservation biology including minimum viable population sizes, species extinctions and invasions, habitat fragmentation, and ecosystem restoration. Course format includes lectures and critical discussion of current research papers. *Prerequisite: 201 and by permission of the instructor.*

Ms. Moore, Mr. Rodenhouse

308 (29 Dec 1991-22 Jan 1992) Tropical Ecology

Ecology of rainforest animals and plants, coral reefs, and mangrove forests are examined during a 24 day course taught in Belize and Costa Rica. The first half of the course is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half are in intact lowland rainforest. Course work is carried out primarily out-of-doors, and includes introduction to flora and fauna, lectures, and field tests of student-generated hypotheses. Note that a student will be billed for a winter session unit of credit if that credit results in more than 10 units for the year. A student who attends Wellesley during only one semester of the academic year will be billed for a winter session unit of credit if it represents a sixth unit of credit. *Prerequisites: 201 or 210 and permission of the instructors. Offered in 1991-92 only.*

Ms. Moore, Mr. Rodenhouse

312 (1) Seminar. Endocrinology

This course involves studying endocrine tissues at several levels of organization. The introductory section covers signal transduction in response to hormones at the cellular level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and nonendocrine) interrelate to control body function, such as reproduction; salt/water metabolism and blood pressure; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism. *Prerequisite: 219 and permission of the instructor. 220 is recommended. Not offered in 1991-92.*

Mrs. Coyne

313 (1) Microbial Physiology and Biochemistry with Laboratory

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of

microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be attacked. *Prerequisite: 219 or 209 and Chem. 211 or by permission of the instructor.*

Mrs. Allen

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314 (1) Topics in Microbiology with Laboratory

Topic for 1991-92: Identity and Defense. This course will study the immune system of mammals with an emphasis on humans. Topics will include the generation of the immune response, T and B cell antigen receptors, host response to transplantation, tumor immunology, and malfunctions of the immune system, including acute onset juvenile diabetes, Lupus Erythematosis, and AIDS. The laboratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses. *Prerequisite: 219 or by permission of the instructor.*

Ms. Blazar

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315 (2) Research in Neurobiology

Prerequisite: 213 or by permission of the instructor.

Ms. Sweeney

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316 (2) Molecular Biology with Laboratory

The practical applications of recombinant DNA techniques to the study of the control and organization of animal genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology). *Prerequisite: 219 [205] and by permission of the instructor.*

Mr. Webb

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317 (2) Advanced Cellular Biology of Eukaryotes

The Cell Biology and Biochemistry of Eukaryotic Cells. An in-depth analysis of structure to function relationships in the eukaryotic cells. Topics to be discussed include the organization of cytoplasm, membrane bound organelles, protein transport and processing and the biochemistry of muscle contraction and vision. The laboratory will involve a group research project into the cytoskeleton in plants and animals. Techniques utilized generally include electrophoresis, electron microscopy, fluorescence microscopy, column chromatography, Western blotting. *Prerequisite: 219 [200] and Chemistry 211.*

Mr. Harris

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330 (1) Seminar. Photobiology

This seminar will be concerned with the biological effects of electromagnetic radiation. It will begin with an introduction to basic photophysics and photochemistry. This will provide the background for the consideration of various topics in photobiology. These will include photosynthesis, photomorphogenesis, light dependent rhythms and responses, vision, the biological effects of UV radiation. *Not offered in 1991-92.*

Mr. Harris

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332 (2) Advanced Topics in Psychobiology

Prerequisite: 213.

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350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission of instructor.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Chemistry 228 (1)

Biochemistry I: Structure and Function of Macromolecules with Laboratory

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Chemistry 328 (2)

Biochemistry II: Chemical Aspects of Metabolism with Laboratory

Directions for Election

A major in Biological Sciences must include 110 and 111 or their equivalent. Distribution requirements for 200 level courses differ among graduation classes: (1) Members of the class of '92: three Grade II courses which must be taken at Wellesley and must be distributed among three of the four groups: (200, 203, 206, 213—Cell Biology and Physiology); (205, 216—Genetics and Developmental Biology); (201, 210—Ecology) and (207, 209—Botany and Microbiology). (2) Members of the class of '94 and forward: four Grade II courses must be taken at Wellesley and must include at least one course from each of the following three groups: (206, 219, 220—Cell Biology); (203, 213, 207—Systems Biology); (201, 210, 209—Community Biology). (3) Members of the class of '93 may satisfy either (1) or (2) above. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350, 360 or 370 work, must require laboratory experience. Students are advised to take both Grade I courses as first year students and to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice. The required Grade II work should be completed within the first 5-6 units in the major. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Chemistry courses 228, [323], [324], 328 and Biological Sciences 350, 360 and 370 do not count toward a minimum major in biology.

Courses 107, 108, 109 and 112 which do not count toward the minimum major in biological sciences do fulfill the College distribution requirements for the degree; 108 and 109 as a laboratory science; 107 and 112 as non-laboratory science courses. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for biology majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

A minor in biological sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C) one 300 level unit, excluding 350. Students planning a minor should consult the Chair as soon as possible.

Students interested in an interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Hicks, the Director of the Biological Chemistry program.

Students interested in an interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Ms. Koff, the Director of the Psychobiology Program.

Students interested in an individual major in Environmental Sciences should consult Mr. Rodenhouse or Ms. Moore.

First year students with advanced placement or with 110 or 111 exemptions wishing to enter upper level courses are advised to consult the chair or the instructor in the course in which they wish to enroll. Units given to students for advanced placement in biology do not count towards the minimum biology major at Wellesley.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given in the Academic Program section.

Black Studies

Professor: *Martin, Cudjoe*[A], *Nyangoni*

Visiting Professor: *Fleurant*

Assistant Professor: *Brown-Collins*[A], *Howard-Matthews, Andrade-Watkins*

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105 (1) (B^2) Introduction to the Black Experience

This course serves as the introductory offering in Black Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. *Open to all students.*

Mr. Martin

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150 (1) (2) Colloquia

For directions for applying see p. 66. *Open by permission to a limited number of first year students and sophomore applicants.*

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a. (2) (B^2) The Internationalization of Black Power

The Black Power movement of the 1960s and 1970s represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies. *Open to all students. Not offered in 1991-92.*

Mr. Martin

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b. (1) (A) Black Autobiography

The purpose of this colloquium is to trace the formal and thematic development of Black autobiography from the early 19th century to the present. We will explore the complex relationship between the community and the individual, the public and the private, the political and the personal aspects of self which shape the Afro-American conception of identity. Authors will include Linda Brent, Frederick Douglass, Ida B. Wells, W.E.B. DuBois, Richard Wright, Maya Angelou, Malcolm X, and others. *Not offered in 1991-92.*

Mr. Cudjoe

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c. (2) (A) The Harlem Renaissance

Described variously as The Harlem Renaissance, The New Negro Movement, and Harlem's Golden Age, this period represents a flourishing of the arts in New York in the decade of the 1920s. This colloquium will examine the Harlem Renaissance within the broader historical tradition of Negritude in Afro-American letters as well as within the post-war American artistic and intellectual revolt against 19th-century beliefs and values. As a movement, the Renaissance symbolized the Black artist's quest for a usable past as well as a sense of self and racial identity. The search for a distinctive tradition led the artist back to a folk culture rooted in slavery, the rural south, the cities in the north, and, even further back, to the ancient African past. The quest for identity led sometimes to personal doubt and racial despair, and other times, to self-pride and racial affirmation. We will examine these journeys of immersion into the fiction, literary debates, and manifestoes of such writers as W.E.B. DuBois, Marcus Garvey, Alain Locke, and Zora Neale Hurston.

The Staff

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d. (2) (B^1) 1919: The Year of the New Negro

The New Negro period was similar in many ways to the Civil Rights and Black Power era of the 1950s through 1970s. We will examine some of the major problems facing Black people in 1919, including lynching, mob violence and the mistreatment of Afro-American and West Indian soldiers. We will then examine the response to these conditions by Black folk in general, by the Black press and by leaders such as Marcus Garvey, W.E.B. DuBois and A. Philip Randolph. Finally, we will look at the way that state, federal and foreign governments viewed New Negro militancy. Our sources will mostly be newspapers and magazines from 1919. *Not offered in 1991-92.*

Mr. Martin

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200 (1) (B^1) Africans in Antiquity

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. *Open to all students.*

Mr. Martin

201 (1) (A) The Afro-American Literary Tradition

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. *Open to all students. Not offered in 1991-92.*

Mr. Cudjoe

202 (2) (B^1) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to all students except those who have taken Philosophy 202. Not offered in 1991-92.*

Mr. Menkiti

203 (1) Introduction to Afro-American Sociology

Introduction to the development of institutions in the Black community from a sociological perspective. Discussion of the Black family, race, class, and power, social organization, race relations, educational issues, employment and the impact of religion.

Mr. Nyangoni

205 (1) (B^2) The Politics of Race Domination in South Africa

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system. *Open to all students. Not offered in 1991- 92.*

Ms. Howard-Matthews

206 (2) (B^1) Introduction to Afro-American History, 1500-Present

An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present. *Open to all students. Not offered in 1991-92.*

Mr. Martin

207 (2) Images of Africana People through the Cinema

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Carribean. Attention will be given to aspects of people's lives during the colonial and postcolonial era in such films as "Sugar Cane Alley", "God's Bits of Wood", and "Corridor of Freedom." *Open to all students.*

Ms. Andrade-Watkins

209 (1) Culture, Music and Society in Africa

A survey and appreciative evaluation of the music of Africa, its origins, development and relations to the socio-cultural conditions. The concept of homogeneity of African music will be explored in an effort to arrive at a comprehensive appraisal of the diversity and continuity of the continent's musical styles. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetics and ethos of the peoples of Africa. *Open to all students. Not offered in 1991-92.*

Mr. Fleurant

210 (1) Folk and Ritual Music of the Caribbean

An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro- Caribbean cults: Kumina, Rastafari, Shango, Candomble, Macumba, Batuque, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimbioseur. The concept of marginal retentions and basic issues in the study of African retentions in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetics and ethos of the peoples of African descent living in the Caribbean. *Open to all students.*

Mr. Fleurant

211 (1) (A) Introduction to African Literature

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. *Open to all students.*

Ms. Andrade-Watkins

212 (2) (A) Black Women Writers

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic. *Open to all students. Not offered in 1991-92.*

Mr. Cudjoe

214 (2) (B^2) The Supreme Court and Racial Equality

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans. *Open to sophomores, juniors, and seniors without prerequisite and to first year students by permission of the instructor. Not offered in 1991-92.*

The Staff

215 (1) (B^2) Introduction to Afro-American Politics

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation. *Open to all students.*

Ms. Howard-Matthews

216 (1) (B^1) History of the West Indies

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems. *Open to all students. Not offered in 1991-92.*

Mr. Martin

217 (2) The Black Family

An overview of the African-American family in sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self- definition and definition among Black women, men and children within the context of their families. Exploration of changing sex roles among Black women and men will be discussed also.

The Staff

221 (2) Public Policy and Afro-American Interests

Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas. *Not offered in 1991-92.*

Ms. Howard-Matthews

222 (1) (B^1) Images of Blacks and Women in American Cinema

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted. *Open to all students.*

Ms. Andrade-Watkins

223 (1) African Development Since 1940

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist

struggles, class formation and policy making, party systems, sectoral performance and regional integration.

Ms. Howard-Matthews

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225 (2) (B^2) Introduction to Black Psychology

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The African-American and European-American ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research. *Open to all students. Not offered in 1991-92.*

Ms. Brown-Collins

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229 (2) Color, Race and Class in Latin American Development

An examination of the identifiable African and Native American populations in Cuba, Nicaragua, and Brazil. This course addresses historical and contemporary roles of these populations in the socio-economic transformation of their societies and their involvement in the political process. The course also examines the degree to which shades of difference within racial groups, as well as differences between races, influence social stratification in socialist and capitalist societies. Self-help strategies designed by African and Native American people and their responses to specific state policies will also be examined.

Ms. Howard-Matthews

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230 (1) (B^2) The Black Woman in America

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. Readings from essays, novels, sociological studies, historical works, poetry and fiction will make students aware of an on-going project concerned with Black women in the northeast and the south. *Open to all students. Not offered in 1991-92.*

Ms. Brown-Collins

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234 (2) (A) Introduction to West Indian Literature

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others. *Open to all students. Not offered in 1991-92.*

Mr. Cudjoe

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266 (2) (A) Black Drama

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others. *Open to all students.*

The Staff

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298 (2) African Drama

This course introduces students to the origins and development of African drama as a cultural, social and political vehicle for expression and protest. The course will focus on West Africa, East Africa and South Africa where theatre is an effective vehicle for social and political change. It includes the works of such major African playwrights as Wole Soyinka of Nigeria, Ngugi wa Thiong'o of East Africa, and Athol Fugard of South Africa. *Not offered in 1991-92.*

The Staff

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310 (1) (A) Seminar. Black Literature

Not offered in 1991-92.

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315 (1) Seminar. The Psychology of Race Relations

Examination of the psychology of prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature. *Not offered in 1991-92.*

Ms. Brown-Collins

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318 (2) Seminar. Women and the African Quest for Modernization and Liberation

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve polit-

ical and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women.

Ms. Howard-Matthews

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319 (1) (B^1) Pan-Africanism

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of Afro-American churches in African nationalism, the Pan-African Congress of W.E.B. DuBois, the Garvey movement, the Communist International and Pan- Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent. *Open to juniors and seniors with a strong background in Black Studies and by special permission to sophomores. Not offered 1991-92.*

Mr. Martin

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335 (2) (A) Women Writers of the English-Speaking Caribbean

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects. *Prerequisite: same as 319. Not open to students who have taken 235. Not offered in 1991-92.*

Mr. Cudjoe

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340 (2) (B^1) Seminar. Topics in African-American History

Topic for 1991-92: Booker T. Washington, Marcus Garvey, and W.E.B. DuBois. *Open to juniors and seniors with a strong background in Black Studies and by permission of the instructor to sophomores.*

Mr. Martin

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344 (1) (B^2) Seminar. Interdisciplinary Perspectives in Black Family Studies

An examination of the evolution of the Black American family and an analysis of its intrafamilial structure and interface with other social institutions, the State and Public policies. Critical evaluation of the scholarship on Black family studies. Consideration of the historical development of Black nuclear and/or extended families, and male and/or female headed households. Analysis of kinship modes, sexuality, age and gender relations, child care, family planning, the rural-urban setting, migration, land loss and unemployment; and the legal and economic infrastructure of the State and public welfare policies. *Open to qualified juniors and seniors. Not offered in 1991-92.*

The Staff

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345 (2) (B^2) Seminar. Women and International Development

Interdisciplinary approaches to examining the impact of change on contemporary events which have shaped international development with an analysis of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines Women of Color in the West and elsewhere in the Third World through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, technology, the law, energy, migration and employment, public administration and religion. *Open to qualified juniors and seniors. 230 is strongly recommended. Not offered in 1991-92.*

The Staff

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350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Black Studies departmental offerings.

History 264 (1)

History of Precolonial Africa

History 265 (2)

History of Modern Africa

Music 106 (1)

Afro-American Music. *Not offered in 1991-92.*

Directions for Election

The requirements for the major are consistent with the concept of Black Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, or literature.

It is suggested that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black Studies, 105 is strongly recommended of all majors. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

A minor in Black Studies consists of five units. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

Chemistry

Professor: *Rock, Loehlin, Hicks, Kolodny*[A], *Coleman (Chair), Hearn*

Associate Professor: *Merritt, Haines, Stanley, Wolfson*

Assistant Professor: *McGowan, Arumainayagam*

Laboratory Instructor: *Darlington, Mann, Smith, Lieberman, Trecoske*

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. Chemistry 101, 227, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 113, 114, 115 or 120 according to their previous preparation and entrance examination scores.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 114 followed by Chemistry 115. Chemistry 113, intended for students who have not studied chemistry within the past four years or whose preparation is insufficient for 114, also leads to 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

Contact lenses may not be worn in any chemistry laboratories.

101 (2) Contemporary Problems in Chemistry

Chemistry in the Modern World: From modern conveniences to pollution, chemistry is part of our culture. The purpose of this one semester course is to give students a better understanding of the current chemical aspects of our society so that as citizens and consumers they will be better able to make decisions when voting and purchasing goods and services. *Open to all students except those who have taken any Grade I course in the department.*

Ms. McGowan

102 (2) Contemporary Problems in Chemistry with Laboratory

Chemistry in the Modern World: From modern conveniences to pollution, chemistry is part of

our culture. The purpose of this one semester course is to give students a better understanding of the current chemical aspects of our society so that as citizens and consumers they will be better able to make decisions when voting and purchasing goods and services. *Open to all students except those who have taken any Grade I course in the department.*

Ms. McGowan

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113 (1) Fundamentals of Chemistry with Laboratory

The periodic table, chemical formulas and stoichiometry, atomic and molecular structure, chemical bonding and energetics, transition-metal complexes, and states of matter. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. *Open only to students who have not taken a chemistry course within the past four years, and to students who think that their preparation in high school chemistry is equivalent to less than one full year. Successful completion of 113 satisfies the prerequisite for 115.*

Mr. Haines.

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114 (1) (2) Introductory Chemistry I with Laboratory

Atomic and molecular structure, chemical bonding and energetics, transition-metal complexes, states of matter, and review of stoichiometry. *Open only to students who have taken at least one year of high school chemistry. Not open to students who have taken 113.*

The Staff

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115 (1) (2) Introductory Chemistry II with Laboratory

Properties of solutions, chemical equilibrium and kinetics, acids and bases, thermodynamics and electrochemistry. *Prerequisite: 113 or 114.*

The Staff

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120 (1) Intensive Introductory Chemistry with Laboratory

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, and energetics, acids and bases, transition-metal complexes, equilibrium and kinetics,thermodynamics and electrochemistry. Three periods of lecture and one three-and-one-half-hour laboratory appointment weekly. *Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.*

Mr. Coleman

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211 (1) (2) Organic Chemistry I with Laboratory

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers. *Prerequisite: 115 or 120 or by permission of the department.*

The Staff

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227 (2) Introduction to Biochemistry

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three periods of lecture per week. *This course cannot be counted toward a minimum major in Chemistry. Prerequisite: 211.*

Ms. Wolfson

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228 (1) Biochemistry I: Structure and Function of Macromolecules with Laboratory

A study of the chemistry of nucleic acids and proteins with emphasis on structure-function relations and methodology; an introduction to enzyme kinetics and mechanisms. *Prerequisite: Biological Sciences 219 [200] and Chemistry 211, or Chemistry 211 and 313.*

Ms. Hicks, Ms. Wolfson

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231 (1) (2) Physical Chemistry I with Laboratory

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. *Prerequisite: 115, 120, or by permission of the department, and Mathematics 116 and Physics 107.*

Ms. Rock, Mr. Arumainayagam

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241 (2) Inorganic Chemistry with Laboratory

Structure of atoms, periodic properties, group theory, bonding models for inorganic systems, chemistry of ionic compounds, non-metals, transition metal complexes, organometallic and bioinorganic chemistry. *Prerequisite: 313.*

Mr. Coleman

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261 (1) Analytical Chemistry with Laboratory

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. *Prerequisite: 115 or by permission of the instructor.*

Ms. Merritt

306 (2) Seminar

Topic for 1991-92: Surface Science. Surface science is the study of the top few atomic layers in a solid. The study of surfaces has a host of industrial applications including catalysis, adhesion, lubrication, semi-conductor devices, sensors, and corrosion. In the past two decades there has been a phenomenal growth in the field of surface science made possible by the development and application of various surface spectroscopies. In this course we will study a few of the principal surface spectroscopic methods and examine how they are applied to answer important questions in surface chemistry. *Prerequisite: Open to all students regardless of major who have completed two units of chemistry beyond the Grade 1 level and who have permission of the instructor. Not offered in 1992-93.*

Mr. Arumainayagam

313 (1) (2) Organic Chemistry II with Laboratory

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. *Prerequisite: 211.*

The Staff

319 (1) Selected Topics in Organic Chemistry

Natural Products: This course will cover a range of the classes of natural products, including those which are of particular interest to society. Key methodology for the study of natural products, such as advanced spectroscopic techniques for structure determination, will be included. *Prerequisite: 313. Not offered in 1992-93.*

Mr. Hearn

328 (2) Biochemistry II: Chemical Aspects of Metabolism with Laboratory

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids. *Prerequisite: 228.*

Ms. Hicks, Ms. Wolfson

329 (1) Selected Topics in Biochemistry

Metabolic Basis of Disease: A study of the biochemical causes and consequences of diseases such as diabetes, sickle cell amenia, thyroid disorders, cancer, alcholism, and obesity. Symptoms, treatments and nutritional aspects and their relationship to metabolic changes will be discussed. *Prerequisites: 227 or 228 or permission of the instructor. Not offered in 1992-93.*

Ms. Hicks

333 (2) Physical Chemistry II with Laboratory

Quantum chemistry and spectroscopy. Structure of solids. *Prerequisites: 231, Physics 108 and Mathematics 205 or Extradepartmental 216.*

Mr. Loehlin

339 (2) Selected Topics in Physical Chemistry

Not offered in 1991-92. Offered in 1992-93.

349 (1) Selected Topics in Inorganic Chemistry

Not offered in 1991-92. Offered in 1992-93.

350 (1) (2) Research or Individual Study

Open by permission to students who have taken at least two units in chemistry above the Grade 1 level.

360 (1) (2) Senior Thesis

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

363 (2) Instrumental Analysis with Laboratory

Not offered in 1991-92. Offered in 1992-93.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Chemistry 113 or 114 serves as prerequisite for 115. Final assignment to one of these courses or to 120 will be made by the Chemistry Department.

Any student who plans to take chemistry beyond 115 or 120 should consult a member of the Chemistry Department faculty. The Department Handbook, available in the department office, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: Chemistry 113 and 115, or 114 and 115, or 120; 211, 231, 313, and 333; two of the three courses 228, 241 or

261; *either* (option 1) two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory *or* (option 2) one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory (excluding 219). Independent study courses (350, 360 and 370) may be counted as *one* of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. In addition, Mathematics 205 or Extradepartmental 216, and Physics 107 and 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged.

Students interested in biochemistry or biological chemistry are referred to the section of the Catalog where the interdepartmental major in Biological Chemistry is described. They should consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 113/115 or 114/115 option) consists of: Chemistry 113/115 or 114/115 or 120; 211 and 231; a choice of 228, 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Teacher Certification: Students Interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Department of Education.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.

Chinese

Professor: *Ma*[A2] (Chair[1])

Associate Professor: *Lam*[A1] (Chair[2])

Assistant Professor: *Sung*

Instructor: *Cheang*

Lecturer: *Yao*

Visiting Lecturer: *Liu*

Teaching Assistant: *Chen, Tsai*

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101 (1-2) Elementary Spoken Chinese 2

Chinese 101 and 102 combined form the first-year Chinese course, and must be taken concurrently. Students will receive a total of three units for this combined first-year course: two units of credit for the fall semester of 101, and one unit of credit for the spring semester of 102. *No credit will be given, however, unless both semesters of both 101 and 102 are completed satisfactorily.* Chinese 101 provides an introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Two 70-minute periods plus small drill section to be arranged. *Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.*

Mrs. Yao and the Staff

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102 (1-2) Basic Chinese Reading and Writing

Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms. Two 70-minute periods. 101 and 102 combined form the first-year Chinese course (see above). *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.*

Mrs. Yao and the Staff

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105 (1) Master Works of Chinese Literature and Civilization

Introduction to themes central to traditional Chinese civilization through English translations of selected literary, historical and philosophical texts. Readings from the *Book of Songs* (10th-6th centuries B.C.), the *Book of Changes*, the Confucian classics, Taoist literature, Sima Qian's *Records of the Grand Historian*, Chinese mythology, *Romance of the Three Kingdoms*, and Tang

dynasty (618-907 A.D.) tales of the supernatural. No previous exposure to Asian culture or knowledge of the Chinese language necessary. *Open to all students.*

Ms. Cheang

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141 (2) China on Film

West looks East through the camera's eye: a cinematic exploration of Western conception of twentieth-century China. Films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Course conducted in English. *Open to all students. Not offered in 1991-92.*

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151 (1) Advanced Elementary Chinese I

Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building. Three 70-minute periods. *Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect. Students are urged to take 151 in the first semester and 152 in the second in preparation for intermediate work in 201(S)-202(S). No credit will be given for 151 unless 152 is also completed satisfactorily. More advanced students can enroll in 152 only by permission of the department chair.*

Ms. Sung

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152 (2) Advanced Elementary Chinese II

Logical continuation of 151. Three 70-minute periods. Students are urged to take both 151 and 152. At the successful completion of 151 and 152, students will receive one unit of credit for each course. More advanced students can enroll in 152 without having taken 151 by permission of the department chair. Students who have completed 152 satisfactorily should enroll in 201(S)-202(S) for their second year of study.

Ms. Sung

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201 (1-2) Intermediate Chinese Conversation 2

Chinese 201 and 202 combined form the second-year Chinese course, and must be taken concurrently. Students will receive a total of three units of credit: two units for the fall semester of 201, and one unit for the spring semester of 202. *No credit will be given, however, unless both semesters of both 201 and 202 are completed satisfactorily.* The aim of this course is to improve aural understanding and speaking "everyday Chinese" through drills, discussions, listening to cassettes and watching videotapes. Two 70- minute periods and small drill section to be arranged. *Prerequisite: 101 and 102 taken concurrently, or by permission of the instructor. Students who have completed 151 and 152 should take 201(S) and 202(S). Corequisite: 202.*

Mrs. Ma and Staff (1), Mrs. Lam and Staff (2)

201(S) (1-2) Intermediate Chinese Conversation 2

Chinese 201(S) and 202 (S) combined form the second-year Chinese course open to students who have completed 151 and 152, and must be taken concurrently. Students will receive a total of three units of credit: two units for the fall semester of 201, and one unit for the spring semester of 202. *No credit will be given, however, unless both semesters of both 201 (S) and 202 (S) are completed satisfactorily.* This section of 201 is essentially the same as the above-listed section, except that it will move at a faster pace and is geared for the more advanced intermediate students who have completed 151 and 152. Two 70-minute periods and a small drill section to be arranged. *Prerequisite: Completion of 151 and 152, or by permission of the instructor.*

Ms. Liu

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202 (1-2) Intermediate Chinese Reading

Objectives of this course are to consolidate the foundations built in Elementary Chinese and to develop sentence structure and vocabulary. The emphasis is on reading simple texts, developing an expository style, writing short answers and essays in response to questions about the text. Two 70-minute periods. 201 and 202 combined form the second year Chinese course and must be taken concurrently (see above). *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: same as for 201. Corequisite: 201.*

Mrs. Ma and Staff (1), Mrs. Lam and Staff (2)

202(S) (1-2) Intermediate Chinese Reading

This section of 202 is essentially the same as the above-listed section, except that it will move at a faster pace and is geared for the more advanced intermediate students who have completed 151 and 152. Two 70-minute periods. 201(S) and 202(S) combined form the second year of this section and must be taken concurrently (see above). *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: Completion of 151 and 152, or by permission of the instructor.*

Ms. Liu

213 (1) Diverse Cultures of China

Exploration of a series of historical topics with focus on cultural development among the major minority groups living in China from the 7th to the 20th century and their place in the patterns and themes of modern China's culture. Classes taught in English. *Open to all students, except those who have taken 106 or 107. Not offered in 1991-92.*

Mrs. Lam

241 (2) Chinese Poetry and Drama in Translation

A survey of Chinese literature of classical antiquity with emphasis on works of lyrical nature. Readings will include selections from the *Book of Songs*, elegiac poetry of Qu Yuan and works by the great poets of the Tang and Song dynasties. The course concludes with an introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other world literatures will be encouraged. Classes in English. *Open to all students. Not offered in 1991-92.*

242 (2) Chinese Fiction in Translation

A survey of Chinese narrative literature from the medieval period to the present, including short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th- century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English. *Open to all students.*

Ms. Sung

301 (1) Advanced Chinese I

Advanced training is given in all the language skills, with focus on reading and discussion in Chinese of selections from contemporary Chinese writings on various topics from both Taiwan and Mainland China. 301 and its companion 302 (2) constitute the third year of the Chinese language program. Three 70-minute periods. *Prerequisite: 201-202 or 201(S)-202(S), or permission of the instructor.*

Ms. Ma

302 (2) Advanced Chinese II

301 and 302 are two one-semester courses, which taken in sequence constitute the third year of the Chinese language program. Advanced language skills are further developed, but more time is devoted to learning to read various styles of modern Chinese writing. Three 70-minute periods. *Prerequisite: 301 or permission of the instructor.*

Ms. Liu

303 (2) Advanced Chinese Conversation

Course is designed for high-level students who wish to refine their proficiency in Chinese, enhancing it with specialized functional terminology and modes of expression for specific contexts and situations. Short plays, news broadcasts, and video films will be used in this course. Three 70-minute periods. *Prerequisite: 301 or permission of the instructor.*

Ms. Yao

305 (2) Readings in Expository Writings of People's Republic of China

Readings and discussions in Chinese of selections from People's Republic of China including the works of Mao Zhedong and important issues of various current events and focus on practice in writing and translating skills. Three 70-minute periods. *Prerequisite: 301 and/or 302, or permission of the instructor. Not open to students who have taken 275. Not offered in 1991-92.*

310 (1) Introduction to Literary Chinese

An introduction to the rudimentary components of the literary language (Wen-yen) through readings selected from the basic classical sources in literature, philosophy, and history. Attention will be given to the grammatical differences between Wen-yen and modern Chinese. Classes will be conducted in Chinese. All lessons will be accompanied by tapes. Three 70-minute periods. *Prerequisite: 301 and/or 302, or 305, or permission of the instructor.*

Ms. Cheang

311 (2) Readings in Classical Chinese

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Three 70-minute periods. *Prerequisite: 310 or by permission of the instructor. Not offered in 1991-92.*

312 (2) Readings in Contemporary Developmental Issues of China

Texts from Mainland China and Taiwan chosen to improve reading, discussion, and translation skills. Emphasis on issues of contemporary cultural development as seen in works of scholar-

ship, government publications, and case studies documenting various developmental models. Where applicable, students may translate western studies of Chinese development from English to Chinese and apply their knowledge in comparing socioeconomic and political models. Three 70-minute periods. *Open to students who have taken at least one Grade III course or by permission of the instructor.*

Mrs. Lam

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316 (1) Seminar. Chinese Literature in the Twentieth Century

Reading and discussion of modern Chinese literature. Topic will be changed every year so students can select this course repeatedly. Readings will include selections from novels, short stories and poetry as well as critical essays by Chinese and Western critics. Taught in Chinese; the readings will be in Chinese. Two 70-minute periods. *Prerequisite: 302, 305, 310, 311, or 312, or by permission of the instructor.*

Ms. Sung

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330 (1) Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

Comparative study of the attitudes toward women through analysis of eighteenth and nineteenth century novels of China, Russia, France, England and America. *Open to students who have taken one Grade II course in any literature. Taught in English.*

Ms. Cheang

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349 (2) Seminar. Topics in Literary Chinese

Reading and discussion in Chinese of premodern literary writings. This course is conducted in Chinese. Topic will be changed every year so students can elect repeatedly. Two 70-minute periods. *Prerequisite: 310 or 311 or by permission of the instructor.*

Ms. Cheang

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350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Students who are interested in the area of Chinese have two options to consider for a major: 1. Chinese major, mainly working on language and literature; 2. Chinese Studies, Chinese Studies in general with Chinese language proficiency. Although only two years of Chinese language are required for language proficiency, an extensive language training and ability to read literature in the original are strongly recommended. The individual should consult the chair of the department and the advisor early in the college career.

A major in Chinese language and literature must first complete prerequisite courses Chinese 101-102 or Chinese 151 and 152, or their equivalent. Chinese 101-102 counts as 3 units, 2 in the first semester and 1 in the second, and Chinese 151 and 152 count as 2 units toward the degree. Neither 101-102 nor 151-152 counts towards the major. The major requirements may be met by completing an additional 8 course units as follows: all of Chinese 201-202 (3 units), 301 and 302; at least one course from among Chinese 303, 305, 310, 311 and 312; one seminar course—either 316 or 349; and one course taught in English from among Chinese 105, 141, 213, 241, 242 and 330. Students are encouraged to take History 275, 276 and/or Political Science 208 for further background in Chinese culture.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. Students taking 350 are required to use original Chinese source material.

Requirements for a minor in Chinese language and literature may be met by completing a minimum of 5 units, including the following required courses: Chinese 301 and 302; at least two of the following: Chinese 303, 305, 310, 311, 312, 316 and 349; and one course on Chinese literature or culture taught in English from the among the following: Chinese 105, 141, 213, 241, 242 and 330. Students are encouraged to take History 275, 276 or Political Science 208 for further background in Chinese culture.

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of 3 units may be transferred toward the major. Students wishing to transfer credit should be advised that a minimum of 6 units of course work in the Chinese Department must be completed. Transfer students from other institutions are required to take a placement test administered by the Chinese Department. It is essential that proof of course content and performance in the form of syllabi,

written work, examinations and grades be presented to the Chinese Department chair.

Students planning to study abroad must obtain prior consent for their program of study from the Registrar's Office and the Chinese Department chair. Upon returning to Wellesley, students must take a Chinese Department placement test and obtain final approval for transfer of credits from the Department faculty.

Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cohen, Ma*

The major in Chinese Studies is designed for students whose interests are in areas other than language or literature. It requires at least two years of Chinese language training and a minimum of four units from among the courses listed below, at least two of which must be from outside the Chinese Department and at least two of which must be at the 300 level.

Art 248 (1)
Chinese Painting

Art 248M (1)
Arts of China. Taught at MIT

Art 337 (2)
Seminar. Chinese Painting. *Not offered in 1991-92.*

Chinese 105 (1)
Master Works of Chinese Literature and Civilization. In English

Chinese 141 (2)
China on Film. In English. *Not offered in 1991-92.*

Chinese 213 (1)
Diverse Cultures of China. In English. *Not offered in 1991-92.*

Chinese 241 (2)
Chinese Poetry and Drama in Translation. In English. *Not offered in 1991-92.*

Chinese 242 (1)
Chinese Fiction in Translation. In English.

Chinese 316 (1)
Seminar. Chinese Literature in the Twentieth Century

Chinese 330 (1)
Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries. In English.

Chinese 349 (2)
Seminar. Topics in Literary Chinese

Economics 239 (2)
Political Economy of East Asian Development

History 275 (1)
Imperial China

History 276 (2)
China in Revolution

History 346 (2)
Seminar. China and America: The Evolution of a Troubled Relationship. *Not offered in 1991-92.*

History 347 (1)
The Cultural Revolution in China

Philosophy 205 (1)
Chinese Philosophy

Political Science 239 (2)
Political Economy of East Asian Development

Political Science 302 (2)
Communist Parties and Socialist Societies

Political Science 306 (1)
Seminar. Revolutions in the Modern World

Political Science 328 (1)
The Politics of East-West Relations

Religion 108 (1)
Introduction to Asian Religions

Religion 108 (2) (Special, offered at MIT)
Introduction to Asian Religions

Religion 253 (1)
Buddhist Thought and Practice

Religion 254 (2)
Chinese Thought and Religion

Religion 257 (1)
Contemplation and Action

Religion 353
Seminar. Zen Buddhism. *Not offered in 1991-92.*

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Lefkowitz*

Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which might include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language.

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101 (2)(A) Classical Literature: An Introduction

Reading in translation from the greatest and most influential works of ancient Greece and Rome, including such authors as Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Cicero, Horace, Vergil, and Ovid. The works in their own social, historical, and literary contexts; their influence on later ages. *Open to all students. Not offered in 1991-92.*

Mr. Starr

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104 (1)(A) Classical Mythology

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence. *Open to all students.*

Mrs. Lefkowitz

Classical Civilization 120/Writing 125B (2) (A) Epic Vision in Homer and Vergil

Gods and goddesses, heroes and heroines in Homer's *Iliad* and *Odyssey* and in Vergil's *Aeneid*. The relations between human and divine characters. Reading of the poems in translation and of recent critical essays on the epics. Emphasis on development of writing skills. Course fulfills first year writing requirement, and also counts as unit for Group A distribution requirement and Classical Civilization major. Three meetings. *Open only to first year students.*

Miss Geffcken

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215 (2)(B^1) Gender and Society in Antiquity

The relationship of gender roles, family structure, and male and female sexuality to larger issues of daily life in Ancient Greece and Rome—religion, politics, economics, the creative and intellectual climate of the periods. Readings include: Homer, Sappho, Greek and Roman

drama, Cicero, lyric poets as well as non-literary sources such as legal documents, philosophical works and funerary inscriptions. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Dougherty-Glenn

229/329 (1)(B[1]) Alexander the Great: Psychopath or Philosopher King?

This course may be taken either as 229 or, with additional assignments, 329. Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. Was Alexander a drunken bisexual murderer or an ascetic philosopher king? This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *Prerequisite: 229, Open to all students; 329, by permission of the instructor.*

Mr. Rogers

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243 (2)(B[1]) Roman Law

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. *Open to all students.*

Mr. Starr

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245 (1) (B[1]) Roman Slavery

Ancient Roman slavery in its social and historical setting. The role of slavery in Roman society and the Roman economy. Sources of slaves: home-born slaves, the slave trade, military conquest, the question of slave-breeding. Slave-owners and their attitudes towards slaves and slavery. The treatment, lives, and occupations of slaves, from miners to educators. The lives and legal and social positions of freed slaves. *Open to all students. Not offered in 1991-92.*

Mr. Starr

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305 (2)(A) Ancient Epic

Close reading in translation of the epic poems of Homer, Apollonius of Rhodes, Vergil, Ovid, and Lucan. Development of the genre from its roots in the oral culture of early Greece to its more literary form in the Hellenistic and Roman periods. Conventions and narrative techniques; use of mythic and contemporary/historical materials; role of the hero and the gods; interaction between individual poetic artistry and the traditional expectations of the genre. *Prerequisite: 101 or 104 or any literature course in English or a foreign language or by permission of the instructor. Not offered in 1991-92.*

Ms. Dougherty-Glenn

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310 (2)(A) Greek Drama in Translation

Intensive study, in English translation, of tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes and Menander. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models; the role of contemporary psychoanalytic theory in evaluating the social function and structure of drama; the reflection of contemporary social and political issues in drama. *Prerequisite: 101 or 104 or any literature course in English or a foreign language or by permission of the instructor.*

Mrs. Lefkowitz

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326 (1)(B[1]) The Ancient City

The ancient city as the characteristic social unit of the Graeco-Roman world and precursor of the modern city. The organization of cities; city planning, architecture, and social structure; the status of gender in the Athenian and Roman empires; the contribution of cities to the dissemination of Greek and Roman civilization. Focus on Athens, Rome, and Jerusalem. *Prerequisite: History 229, 230, or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Mr. Rogers

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350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) or (2) Senior Thesis

Prerequisite: 360.

The selections listed below are available for majors in Classical Civilization:

Art 100 (1)
Introduction to the History of Art

Art 241 (1)
Egyptian Art

Art 242 (1)
Greek Art. *Not offered in 1991-92.*

Art 243 (2)
Roman Art

Art 334 (2)
Seminar. Archaeological Method and Theory. *Not offered in 1991-92.*

Extradepartmental 200 (2)
Classic Texts in Contemporary Perspectives

History 100 (1)
Introduction to Western Civilization

History 230 (2)
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (2)
History of Rome. *Not offered in 1991-92. Offered in 1992-93.*

Philosophy 101 (1) (2)
Introduction to Philosophy: Plato and Aristotle

Philosophy 310 (1)
Seminar in Ancient Philosophy: Aristotle

Religion 104 (1) (2)
Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (2)
Introduction to the New Testament

Religion 206 (1)
Prayer, Wisdom, and Love in the Hebrew Bible/ Old Testament

Religion 211 (1)
Jesus of Nazareth

Religion 212 (2)
Paul: The Controversies of an Apostle

Religion 243 (1)
Women in Judaism

Religion 298 (2)
New Testament Greek

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art 201).

Students should plan for at least one summer of excavation and/or travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students.

Cognitive Science

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy).

Students majoring in cognitive science must take three of the following four courses, although it is strongly recommended that all four courses be taken. In choosing courses students should be aware of prerequisites for core and concentration courses. A minimum of nine courses is required for the major.

Computer Science 111 (1) (2)
Introduction to Computer Science

Psychology 101 (1) (2)
Introduction to Psychology

Philosophy 215 (1)
Philosophy of Mind

Language Studies 114
Introduction to Linguistics. *Not offered in 1991-92.*

In addition, students must take the following three courses:

Computer Science 230 (1) (2)
Data Structures

Psychology 217 (1)
Memory and Cognition

Psychology 330 (1)
Seminar. Cognitive Science

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. In designing concentrations, students may choose from the following list of electives:

Computer Science 231 (1)
Fundamental Algorithms

Computer Science 232 (1)
Artificial Intelligence

Computer Science 235 (2)
Languages and Automata

Computer Science 249 (2)
Topics in Computer Science. Topic for 1991: The theory of programming languages.

Computer Science 305 (2)
Theory of Algorithms

Computer Science 310
Mathematical Foundations of Computer Science. *Not offered in 1991-92.*

Computer Science 332
Topics in Artificial Intelligence. *Not offered in 1991-92.*

Computer Science 333 (2)
Computer Models of Natural Language

Computer Science 349
Topics in Computer Science. *Not offered in 1991-92.*

Language Studies 240
Phonetics and Phonology. *Not offered in 1991-92.*

Language Studies 244
Language Form and Meaning. *Not offered in 1991-92.*

Language Studies 312
Bilingualism: An Exploration of Language, Mind and Culture. *Not offered in 1991-92.*

Language Studies 322 (2)
Child Language Acquisition

Philosophy 207 (1)
Philosophy of Language

Philosophy 216 (1) (2)
Logic

Philosophy 313 (2)
Seminar in Advanced Topics in Metaphysics and Epistemology

Philosophy 345 (2)
Seminar: Advanced Topics in Philosophy of Psychology and Social Science. *Not offered in 1991-92.*

Philosophy 349 (1)
Selected Topics in Philosophy

(Note: The topics taught in Philosophy 313, 345 and 349 and in Computer Science 349 change from year to year and will not always be relevant to a cognitive science major. Students should consult with their advisors before including these courses in their concentrations.)

Psychology 205 (1) (2)
Statistics

Psychology 214R (2)
Experimental Research Methods

Psychology 216 (2)
Psychology of Language

Psychology 218 (2)
Sensation and Perception

Psychology 219 (2)
Physiological Psychology

Psychology 318 (1)
Seminar. Brain and Behavior

Psychology 319 (2)
Seminar. Psychobiology

Psychology 335 (2)
Seminar. Experimental Psychology

Computer Science

Associate Professor: *Hildreth, Shull (Chair)*

Assistant Professor: *Herskovits, Khuri*

Lecturer: *Baldwin, Lonske*

Teaching Assistant: *Garneau*

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110 (1) (2) Computers and Programming

A broad introduction to computers and the art of programming.

Students will learn a high-level programming language, and ways to solve problems and implement solutions on a computer. They will also be introduced to the fundamental concepts and applications of computer science. *Open to all students. BASIC will be taught in 1991-92. No prior background with computers or mathematics is expected. Students planning to take more advanced computer science courses should take 111, not 110.*

Mr. Baldwin

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111 (1) (2) Introduction to Computer Science

Introduction to the science of problem-solving and programming. Emphasis is on techniques of algorithm development and programming style. A high-level, block-structured computer programming language is used as a vehicle for that purpose. Topics include: top-down design and stepwise refinement techniques, some searching and sorting algorithms, numerical examples, and business applications involving data manipulation. Students will also be required to complete a term project of reasonable complexity. *Open to all students. PASCAL will be taught in 1991-92. Required from students who wish to major in computer science or elect more advanced courses in the field.*

Ms. Herskovits, Mr. Khuri

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230 (1) (2) Data Structures

An introduction to the theory and applications of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, queues, list structures, hashing, trees, and graphs; algorithms for searching and sorting, and methods for determining their efficiency. *Prerequisite: 111 or by permission of the instructor.*

Ms. Lonske, the Staff

231 (1) Fundamental Algorithms

An introduction to the design and implementation of fundamental algorithms. Divide-and-conquer, greedy, dynamic programming and backtracking algorithms are covered. Topics include: sorting and searching, graph algorithms, NP-completeness, and parallel programming. *Prerequisite: 230.*

Mr. Khuri

232 (1) Artificial Intelligence

Artificial Intelligence (AI) is the name for work in computer science addressed to the problem of designing computer systems that possess and acquire knowledge, and can reason with that knowledge. In this course, we will consider various areas within AI, including knowledge representation, problem solving and search, planning, vision, language comprehension and production, and expert systems. As the goal is to attain a realistic and concrete understanding of these problems, we will study CommonLisp, an AI language, and use it to implement algorithms described in class and for the weekly assignments. *Prerequisite: 230 or by permission of the instructor.*

Ms. Herskovits

235 (2) Languages and Automata

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines. *Prerequisite: 230, Mathematics 225 (may be concurrent registration).*

Mr. Khuri

240 (1) Introduction to Machine Organization with Laboratory

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. The course includes one three-hour laboratory appointment weekly. *Prerequisite: 230.*

Mr. Shull

241 (2) Operating Systems

A survey of operating systems and computer systems architecture. Topics include device management, file systems, multiprocess environments, and memory management. Additional topics as time permits. *Prerequisite: 240. Not offered in 1992-93.*

Staff

249 (2) Topics in Computer Science

Topic for 1991: The Theory of Programming Languages. An introduction to the theory of the design and implementation of contemporary programming languages. Topics include the study of programming language syntax, comparison of different types of language processors, study of language representations, and comparison of different language styles, including procedural, functional, object oriented, and logic programming languages. *Prerequisite: 230.*

Mr. Shull

301 Compiler Design

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Prerequisite: 235 (may be concurrent registration), 240. Not offered in 1991-92.*

304 Database Systems

An introduction to the principles of database systems. Topics include: file organization; relational, network and hierarchical data models; query languages; relational database theory; security; and concurrent operations. *Prerequisite: 230 and at least one other Grade II course in computer science, Mathematics 225. Not offered in 1991-92.*

305 (2) Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Prerequisite: 231, Mathematics 225. Not offered in 1992-93.*

Mr. Khuri

307 (1) Introduction to Computer Graphics

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: an exploration of different types of display hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations, raster

graphics techniques such as line drawing and filling algorithms. *Prerequisite: 231. Not offered in 1992-1993.*

The Staff

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310 Mathematical Foundations of Computer Science

A survey of topics in mathematical theory of computation. Topics include: Turing machines (including nondeterministic and universal machines), recursive function theory, Church's thesis, the halting problem and propositional calculus. *Prerequisite: 235, Mathematics 225. Not offered in 1991-92.*

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332 Topics in Artificial Intelligence

A study of selected research areas of artificial intelligence, with a strong emphasis on the development of AI programming techniques. Topics will include some of the following: deductive information retrieval, planning, frame systems, parsing with augmented transition nets, language comprehension, production systems. Course requirements include a substantial programming project. *Prerequisite: 232. Not offered in 1991-92.*

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333 (2) Computer Models of Natural Language

Central to the field of Artificial Intelligence is a new approach to the study of ordinary languages like English. We will examine how computer models shed light on the nature of language and communication. Topics include: syntax and parsing; semantics and knowledge representation; semantic analysis; reasoning and language comprehension and production; pragmatics and computer models of discourse. *Prerequisite: 230 or permission of the instructor. Not offered in 1992-93.*

Ms. Herskovits

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340 Computer Architecture with Laboratory

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. The course includes one three- hour digital laboratory appointment weekly. *Prerequisite: 240. Not offered in 1991-92.*

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349 Topics in Computer Science

Prerequisite: 230 or by permission of the instructor. Not offered in 1991-92.

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350 (1)(2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors

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360 (1)(2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors.

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370 (1)(2) Senior Thesis

Prerequisite: 360

Cross-Listed Courses

Attention Called

Physics 219 (2)

Modern Electronics Laboratory

Directions for Election

Students majoring in computer science must complete 230, 231, 235, 240, two Grade III courses other than 350 or 370, and at least two additional computer science courses. At most one unit of Grade I work (excluding 110) may be counted as part of the required eight courses. Computer related courses at MIT used to meet the eight course requirement must be approved in *advance* by the department on an individual basis. In addition, all majors in computer science will be expected to complete (1) either Mathematics 225 or Mathematics 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level requirements as early in the major as possible.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, at least two units from 231, 235, or 240, and at least one Grade III level computer science course. This sequence is consistent with course work leading to a cognitive science major. Cognitive science majors may wish to consider a minor in computer science.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect one or more of Computer Science 305, 310 or Mathematics 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/360 or appropriate courses at MIT.

Economics

Professor: *Case, Goldman*[A], Matthaei, Morrison, Witte[A2]

Mary Whitin Calkins Visiting Professor: *Rayatskas (2)*

Associate Professor: *Joyce, Lindauer (Chair), Nichols*[A]

Assistant Professor: *Andrews, Balakrishnan, Kiray*[A], Levine, Skeath, Velenchik

Instructor: *Doyle, Ward, Zivot*

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101 (1) (2) Survey of Modern Economics—Microeconomics

102 (1) (2) Survey of Modern Economics—Macroeconomics

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment, and the performance of particular markets (e.g., oil). 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, and worldwide economic development. *Open to all students.*

The Staff

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201 (1) (2) Microeconomic Analysis

Intermediate microeconomic theory; analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on development and application of theoretical methodology. Three sections in the first semester and two sections in the second semester. *Prerequisites: 101, 102 and Math 115.*

Ms. Doyle, Mr. Morrison, Ms. Skeath

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202 (1) (2) Macroeconomic Analysis

Intermediate macroeconomic theory: analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment. One section in the fall and three in the spring. *Prerequisites: 101, 102 and Math 115.*

Mr. Andrews, Mr. Joyce

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204 (1) U.S. Economic History

Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolutions, and government's role in economic change. *Prerequisites: 101 and 102.*

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210 (1) Financial Markets

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, foreign lending. *Prerequisite: 101 and 102.*

Mr. Joyce

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211 (1) (2) Statistics and Econometrics

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer. *Prerequisite: 101 and 102, or for students who have completed one course, and are taking the other, and with instructor's permission in certain cases.*

Ms. Doyle, Mr. Morrison, Ms. Witte, Mr. Zivot

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214 (1) (2) International Economics

An introduction to international economics in theory and practice. Topics to be covered include the gains from trade, commercial policy, foreign exchange markets, balance of payments analysis, international capital flows, and international financial institutions. The *first* semester offering is designed for *economics majors* and will emphasize theory and modelling, though not exclusively. The second semester offering is designed for political science and international relations majors, and will focus on policy development through the use of the case method. *Prerequisites: 101 and 102.*

Ms. Velenchik

220 (1) Development Economics

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, basic needs, rural development and international trade strategies. *Prerequisite: 101 and 102.*

Ms. Velenchik

225 (2) Urban Economics

Analyses of urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city. *Prerequisite: 101.*

Mr. Case

228 Environmental and Resource Economics

An investigation of the technological and economic aspects of resource and environmental issues. Includes discussion of renewable and nonrenewable resources, waste management and recycling, energy forms, and pollution. Emphasis on using economic tools to identify feasible choices of resource use; some policy analysis. *Prerequisite: 101. Not offered in 1991-92.*

229 (1) Women in the Labor Market

Analysis of the differences in the labor market experiences of men and women. Three major questions will be addressed: (1) Why do women earn less than men? (2) Why is the occupational distribution of men and women so different? (3) What is comparable worth and what effects would it have on the labor market if introduced? *Prerequisite: 101.*

Mr. Levine

230 (2) Contemporary Economic Issues

A course applying introductory micro and/or macroeconomic analysis to problems of current policy interest. Recent topics include Health Economics and Income Distribution.

Topic for 1991-92: Race and the Contemporary American Economy

Theoretical issues dealing with race, ethnicity, and culture in the American Economy. Understanding cultural difference as it applies to the economy. *Prerequisite: 101*

Ms. Balakrishnan

234 (2) Government Policy: Its Effect on the Marketplace

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets. *Prerequisite: 101. Not offered in 1991-92.*

239, 240 (2) Analysis of Foreign Economies

An economic study of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure, and economic problems. In 1991-92 we have 2 courses with this focus, both in the spring.

239 (2) The Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning vs. the market; the political issues to be considered include ideology, authoritarianism, democratization and the role of the state. The course emphasizes the lessons for economic growth, social equality and political change provided by the East Asian experience. This is the same course as Political Science 239. Students may register for either Economics 239 or Political Science 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Economics 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors. Not open to students who have taken 218.*

Mr. Lindauer and Mr. Joseph

240 (2) Current Transformations of the Soviet Economic System

The theories and realities of the Soviet economy will be examined. The prospects for effective reform in the context of the evolving Soviet planning and political structure will be emphasized. Economic relations with non-Russian republics and states will also be a major focus of the course. *Prerequisite: 101 and 102.*

Mr. Rayatskas

Topic for 1992-93: The Soviet Economy

A look at the economy of prerevolutionary Russia, NEP, Collectivization, and Five Year Plans. Why has central planning been counterproductive and why have Gorbachev's remedies not solved the problem? What does this experiment tell us about economic theory? *Prerequisites: 101 and 102.*

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243 (2) Race and Gender in US Economic History

An exploration of the interconnections between race-ethnicity, gender, and capitalist development in the US. Topics include Native American economies before and after the European invasion, the economics of slavery, the economics of European and Asian immigration, the uneven entrance of women into the paid labor force, the segmentation of labor markets by gender and race-ethnicity, and challenges to racial and gender divisions of labor. *Prerequisite: 101.*

Ms. Matthaei

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249 (1) Seminar. Radical Political Economics

Study of radical political economists' critiques of US capitalism, and their bases in Marxist, feminist, and anti-racist theories. Radical economists' evaluations of contemporary communist and socialist economies, including current developments. Analysis and evaluation of proposals for radical economic restructuring in the US. *Prerequisite: 101 or 102.*

Ms. Matthaei

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301 (2) Comparative Economic Systems

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S. and Yugoslavia. *Prerequisite: 201 or 202.*

Mr. Rayatskas

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305 (2) Industrial Organization

A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, regulation, and antitrust policy attempts to improve industrial performance. *Prerequisites: 201 and 211.*

Ms. Skeath

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310 (1) Public Finance

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs. *Prerequisite: 201.*

Mr. Case

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311 Applied Statistics

Application of econometrics to real world problems. Begins with multiple regression model. Consideration of violations of model assumptions and various manipulations of variables (binary variables, nonlinear and lagged relationships). Development of methods for estimating simultaneous equations such as supply and demand. This course is an applied continuation of Econ 211, statistics and econometrics; it does not require matrix algebra, but will make extensive use of computers. *Prerequisites: 101 or 102 and 211. Not offered in 1991-92.*

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313 International Macroeconomics

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates. *Prerequisite: 202 and 211. Not offered in 1991-92. Offered in 1992-93.*

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314 (1) International Trade Theory

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy. *Prerequisite: 201.*

Ms. Skeath

315 (1) History of Economic Thought

Analysis of the history of economic theory over the last 250 years. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neo-classical. Analysis of the issues of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and limits to growth. Student debates on selected issues and search for a middle ground. *Prerequisite: 201 or 202.*

Ms. Matthaei

316 Modern Economic History

Economic development and structural change from the Great Depression to the present. Economic policy in war and peace. International cooperation and division. Economic crises and economic theory. *Prerequisite: 202. Not Offered in 1991-92.*

317 (1) Economic Modeling and Econometrics

Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem solving and the application of techniques to actual data. Computers will be utilized. *Prerequisite: 211, 201 or 202, and one other economics course.*

Mr. Zivot

320 Seminar. Economic Development

International and macroeconomic issues of the less developed countries. Topics covered include: theories of growth and development, import substitution and export promotion, the foreign exchange constraint, the debt problem, foreign investment, inflation, short- term stabilization policy and income distribution. *Prerequisite: 202. Not offered in 1991-92. Offered in 1992-93.*

325 (1) Law and Economics

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law. *Prerequisite: 201.*

Ms. Witte

329 (2) Seminar. Labor Economics

Inquiry into the determinants of employment, unemployment, and wages. Analysis of the wage distribution, racial and gender-based earnings differentials, education, family labor force participation, unions, and government employment policy. Introduction to recent applied economic research concerning unemployment, displaced workers, comparable worth, and other topics. *Prerequisite: 201 and 211.*

Mr. Levine

330 (2) Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

Topic A: Finance Theory and Applications

An introduction to financial economics in theory and in practice. Emphasis will be on using the techniques of finance to solve real world problems. Topics include basic asset valuation techniques, the capital asset pricing model and the arbitrage pricing model, capital budgeting, market efficiency, dividend policy and capital structure, the term structure of interest rates and option pricing. *Prerequisites: 201, and 211.*

Mr. Zivot

Topic B: Topics in Applied Microeconomic Analysis

This course will focus on economic issues of production decisions and costs for both private and public goods with an emphasis on studying empirical research in these fields. Topics will include: duality theory of production and cost functions, physical capital investment theory, measuring economies of scale and scope, factor substitution, productivity analyis, transportation networks (airports, roads, bridges, bus and rail systems), education (primary and secondary), health regulations (e.g., innoculation, Medicaid), and selected food and housing market policies. *Prerequisites: 201 and 211*

Ms. Doyle, Ms. Ward

331 Seminar. Monetary Theory and Policy

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, monetary autonomy in an open economy, the money supply process, and current procedures in the U.S. and other nations. *Prerequisite: 202 and 211. Not offered in 1991-92. Offered in 1992-93.*

340 (1) (2) Advanced Analysis of Foreign Economies

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems.

Topic for Fall 1991: Women and Economic Development

An examination of the diverse roles women play in economic life in the Third World. Topics covered will include theoretical issues (e.g., global factory, homework, informal sector, land tenure, impact of multinationals, family structure and dynamics) as well as specific case studies including India, South Africa, and Mexico. *Prerequisites: 201 and 211.*

Ms. Balakrishnan

Topic for Spring 1992: The New Europe: 1992 and Beyond

Analysis of full economic integration within the European Community. Implications of 1992 EC reforms for the international economy. Topics include factor flows, monetary unification, regional variation, and extra-Community relations. *Prerequisites: 201, 202, and 211.*

Mr. Morrison

Topic for 1992-93: Seminar. The Economies of Africa.

This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization. *Prerequisites: 201 and 211.*

Ms. Velenchik.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Economics is a social science directed to the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions within a structured analytical framework.

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor. See also the Department Handbook.

An economics major must include 101, 102, 201, 202, 211, two Grade III courses, and at least one other course. The department encourages students to take more than two Grade III courses. 201, 202, and 211 should ordinarily be taken at Wellesley: permission to take these courses elsewhere must be obtained in advance from the department chair. Also, an economics major must take more than half of her Grade III economics units at Wellesley; permission for an exception must be obtained in advance from the chair.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is increasingly central to the discipline and literature of mainstream economics. We therefore require Math 115 or equivalent for all 201 and 202 sections, and thus for the major in economics. We encourage students to consult a

departmental advisor about whether more math courses might be desirable.

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, medicine, etc. The minor consists of: (A) 101 and 102 and (B) 211 and (C) 2 additional 200 level units, excluding 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts, especially history, sociology, and political science.

Education

Associate Professor: *Brenzel (Chair)*

Assistant Professor: *Beatty, Hawes*

Associate in Education: *Akeson, Avots, Beevers, Callahan, Contompasis, Cousens, DeLetis, Grodberg, Hayes, Ivasca, McCowan, Whitbeck, White*

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102 (2) (B^1) Education in Philosophical Perspective

A philosophical introduction to ideas and problems of education. Topics include: educational aims, evaluation, and judgment; the nature of learning, growth, and motivation; schools, curriculum, and methods of teaching; liberal education and critical thinking; tradition and reform; and educational rights and responsibilities. These topics will be considered in their own right and in light of texts by such writers as Plato, Rousseau, Emerson, and Dewey. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

Mr. Hawes

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212 (1) (B^1) History of American Education

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing and stratifying the young, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification. *Open to all students.*

Ms. Brenzel

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214 (2) ($B^{1,2}$) Youth, Culture, and Student Activism in Twentieth-Century America

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young

and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups. *Open to all students.*

Ms. Brenzel

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216 (2) (B^2) Education, Society, and Social Policy

An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as inequality; desegregation; tracking; parental choice; and bilingual, special, and preschool education. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Beatty

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220 (1) (2) Observation and Fieldwork

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is strongly recommended. Students should discuss their plans for fieldwork with a member of the department and must apply for admission to this course in the semester before it is taken. *Open only to students who plan to student teach and by permission of the instructor. Prerequisite: 300. Mandatory credit/noncredit.*

Mr. Hawes

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300 (1) Educational Theory, Curriculum, Evaluation, and Instruction

An examination of the major theories underlying what is taught in schools. The course focuses on the relation of curriculum to intellectual development, learning, and the structure of the disciplines as well as on curriculum development, testing, evaluation, and instruction. Relevant field placement will be available for all students; it is mandatory for those wishing to fulfill requirements for teacher certification. *By permission only. Required for teacher certification. Prerequisite: 102, 212 or 216.*

Ms. Beatty

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302 (2) Seminar. Methods and Materials of Teaching

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. *Open only to students doing student teaching. Required for teacher certification. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Prerequisite: 300 and at least one of 102, 212, or 216, and by permission of the department.*

Ms. Beatty, Mr. Hawes

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303 (2) Practicum—Curriculum and Supervised Teaching

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Required for teacher certification. *Students must apply to the department for admission to this course in the semester before it is taken. Corequisite: 302.*

Ms. Beatty, Mr. Hawes, and Staff

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305 Interdisciplinary Seminar in Mathematics and Science

This seminar will examine topics pertinent to the teaching and learning of mathematics and science in schools, including questions of curriculum, teaching method, learning styles, and educational policy. The impact of technology on education and the technological tools used in education will be considered also. *By permission of instructor. Not offered in 1991-92.*

Mr. Hawes

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306 (1) ($B^{1,2}$) Seminar. Women, Education, and Work

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work. *Not offered in 1992- 93. Offered in 1993-94.*

Ms. Brenzel

308 Seminar. Foreign Language Methodology

A course in the pedagogical methods of foreign languages intended to apply to any foreign language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of foreign- language teaching. *By permission of instructor. Not offered in 1991-92.*

Ms. Renjilian-Burgy

312 (1) (B[1]) Seminar. History of Child Rearing and the Family

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds. *Open to juniors and seniors without prerequisite. Not offered in 1991-92. Offered in 1992-93. Not offered in 1993-94.*

Ms. Brenzel

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

Cross-Listed Courses

For Credit

Psychology 207 (1) (2)

Developmental Psychology

Psychology 208

Adolescence. *Not offered in 1991-92.*

Psychology 248 (2)

Psychology of Teaching, Learning, and Motivation

Directions for Election

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12) teachers upon graduation should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Briefly, the program requires students to take specific courses within their teaching fields and at least five additional courses (two of which are the student teaching practicum and accompanying seminar, Education 303 and 302).

Required:

Education 102 or 212 or 216, 300, 302 and 303; Psychology 207 or 208 or MIT 9.85.

The Commonwealth requires that three courses taken prior to student teaching include field experience. The department has arranged field experiences that students may take in conjunction with three groups of courses: Education 102 or 212 or 216; Psychology 207 or 208 or MIT 9.85; and Education 300. Students who plan to student teach may register for Education 220. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member as early as possible.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 units) consists of: (A) 102 or 212 or 216; (B) Psychology 207 or 208 or MIT 9.85 with permission of the department, and (C) 300, 302 and 303. A minor for students in the study of education (5 units) consists of: (A) 4 units from the following: 102, 206, 212, 214, 216, and (B) any 300 level non- practicum unit.

English

Professor Emeritus: *Ferry*

Professor: *Garis, Finkelpearl*[A2]*, Craig*[A]*, Bidart, Sabin*[A2]*, Cain*[A1]*, Harman*[A]*,* Peltason (Chair)

Associate Professor: *Tyler, Rosenwald*[A]*, Lynch*

Assistant Professor: *Shetley*[A1]*, Sides, Levine*[A]*, Reinert, Webb, Meyer, Brogan, Cezair-Thompson, Mikalachki, Cohen*

Instructor: *Cooper, Hickey*

Lecturer: *Stubbs, McCauley*

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112 (1) Introduction to Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. *Open to all students. Especially recommended to nonmajors.*

Ms. Hickey

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113 (2) Reading Fiction

An introduction to the critical reading of novels and short stories. Readings will include both English and American texts as well as some works in translation. *Open to all students. Especially recommended to nonmajors.*

Mr. Peltason

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114 (1) Race, Class, and Gender in Literature

Topic for 1991-92: Woman, Native, and "Other:" Race and Gender in Literature. We will be examining works in which issues of race and gender converge. Possible authors: George Eliot, E.M. Forster, Zora Neale Hurston, Maya Angelou, Doris Lessing, Nadine Gordimer, Toni Morrison, Maxine Hong Kingston. *Open to all students. Especially recommended to nonmajors.*

Ms. Cezair-Thompson

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120 (1) (2) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of poems. In 1991-92 three sections of Writing 125 also satisfy the English 120 requirement. For a description of these sections, see The Writing Program in this catalog. *Open to all students, but primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year. Not open to students who have taken 101, the former version of this course.*

The Staff

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125 (1) (2)

This course satisfies the college-wide writing requirement. In 1991-92 three sections of Writing 125 also satisfy the English 120 requirement. For a description of these and of other sections taught by members of the English Department, see The Writing Program in this catalog. Students interested in participating as tutors or tutees in a special tutorial section of 125 should see Ms. Stubbs or their class dean.

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200 (1) (2) Intermediate Expository Writing

Practice in writing and revising expository essays. Frequent class discussion of work in progress, emphasizing the process of developing ideas and refining them in words on paper. Assigned readings, fiction and non-fiction, provide texts for a variety of writing assignments. May be elected by transfer and Continuing Education students to satisfy the writing requirement. *Mandatory credit/non credit Semester I.*

Ms. Stubbs, Mr. Cain

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202 (1) Poetry

The writing of short lyrics and the study of the art and craft of poetry. *Open to all students; enrollment limited to 18.*

Mr. Bidart

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203 (1) (2) Short Narrative

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Prerequisite: same as for 202.*

Ms. Sides, Mr. McCauley

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211 Medieval Literature

Medieval English literature, focusing on the major literary forms of the late medieval period. A study of allegory and romance narrative, poetic conventions like the dream, and the influence of changing social conditions and a changing idiom on poetic practice. Works will include, for example, *Sir Gawain and the Green Knight, The Lover's Confession, Piers Plowman,* and selected secular and religious lyrics. *Open to all students. Not offered in 1991-92.*

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213 (1) Chaucer

An introduction to Chaucer's poetry, to Middle English, and to medieval culture through readings in *The Canterbury Tales* and selected shorter poems. *Open to all students.*

Ms. Lynch

216 (1) (2) English Survey

Anglo Saxon times to the present. Problems of defining a "tradition" and of close-reading within it. A test of T.S. Eliot's notion that "not only the best, but the most individual parts of (a poet's) work may be those in which the dead poets, his ancestors, assert their immortality most vigorously." *One unit of credit may be given for 216 (1), but 216 (2) cannot be taken without 216 (1). Students who take both semesters of English 216 satisfy the English 120 requirement.*

Mr. Tyler

222 (1) Renaissance Literature

A survey of 16th-century literature with an emphasis on poetry in its lyric, dramatic and epic forms. In addition to lyric poems spanning the century, two non-Shakespearean plays, and epic poems by Spenser (a book of *The Faerie Queene*) and Marlowe (*Hero and Leander*), the course will include prose fiction (Nashe's *The Unfortunate Traveller*) and some expository prose (Sidney's *Defence of Poetry* and something from Bacon's essays). *Open to all students.*

Ms. Mikalachki

223 (1) Shakespeare Part I: The Elizabethan Period

Plays written between 1591 and 1603, for example: *Richard II, Henry IV, A Midsummer Night's Dream, Twelfth Night, Julius Caesar, Hamlet, Troilus and Cressida. Prerequisite: 120.*

Mr. Finkelpearl, Ms. Mikalachki

224 (2) Shakespeare Part II: The Jacobean Period

Plays written between 1603 and 1611, for example: *Othello, King Lear, Macbeth, Antony and Cleopatra, The Winter's Tale, The Tempest. Prerequisite: 120.*

Ms. Cezair-Thompson, Ms. Mikalachki

225 Seventeenth-Century Literature

Major themes and structures in the poetry and prose of Bacon, Jonson, Donne, Herbert, Browne, Bunyan, Marvell. *Not offered in 1991-92.*

227 (2) Milton

A study of Milton's English poetry and selected prose, along with the great critical controversies about him. *Open to all students.*

Mr. Tyler

234 Eighteenth-Century Literature

Study of works in several genres by writers from the Augustan period through the Age of Sensibility. Authors to include Dryden, Pope, Swift, Aphra Behn, Johnson, Burke, Christopher Smart, Ann Radcliffe, and Jane Austen. *Open to all students. Not offered in 1991-92.*

241 (2) Romantic Poetry

Study of a selection of poems, and some prose, by the chief Romantic poets: Blake, Wordsworth, Coleridge, Shelley and Keats. *Open to all students.*

Ms. Hickey

245 (1) Victorian Literature

Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. *Open to all students.*

Mr. Peltason

251 (1) Modern Poetry

Twentieth-century poetry, emphasizing the sources and achievements of the modernist revolution. Poets to be studied may include Eliot, Stevens, Williams, Moore, Bishop, Lowell, and Plath. *Open to all students.*

Ms. Brogan

255 (2) Modern British Literature

A survey of 20th-century British literature of all genres. Writers may include Eliot, Beckett, Woolf, Auden, Orwell, Larkin, Pinter, Spark, Murdoch, Carter, Rushdie. *Open to all students.*

Ms. Webb

261 The Beginnings of American Literature

A study of how American literature and the idea of America came into being, looking at literary texts in their social, historical, and intellectual contexts. Major authors: Rowlandson, Edwards, Franklin, Rowson, Irving, Cooper, Poe. *Open to all students. Not offered in 1991-92.*

262 (2) The American Renaissance

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe, Douglass. *Open to all students.*

Mr. Cain

266 (1) (2) Early Modern American Literature

Study of major American writers from the Civil War to the 1920's. Twain, Crane, James, Dreiser, Wharton, Hemingway, Faulkner, Kate Chopin, Charlotte Perkins Gilman, Charles Chesnutt, Anzia Yezierska, Fitzgerald. *Open to all students.*

Mr. Reinert, Mr. Cooper, Ms. Meyer

267 (1) (2) Late Modern and Contemporary American Literature

American poetry and prose from World War II to the present. Among the writers likely to be studied are Mailer, Morrison, Baldwin, Pynchon, Styron, Lowell, Bellow, Bishop, Nabokov, Ellison, Alice Walker, and others. *Open to all students.*

Ms. Brogan, Mr. Cooper, Mr. Shetley

271 (2) The Rise of the Novel

The 18th-century English novel. Writers likely to be studied include: Defoe, Richardson, Fielding, Sterne, Jane Austen. *Open to all students. Not open to students who have taken 271, History of the English Novel I.*

Mr. Reinert

272 (1) (2) The Victorian Novel

The 19th-century English novel. Writers likely to be studied include Mary Shelley, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, Thomas Hardy, Henry James. *Open to all students. Not open to students who have taken 272, History of the English Novel II.*

Mrs. Sabin, Ms. Cohen

273 (1) The Modern British Novel

The 20th-century English novel. Writers likely to be studied include E. M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Samuel Beckett, Jean Rhys, Doris Lessing. *Open to all students. Not open to students who have taken 273, History of the English Novel III.*

Ms. Webb

301 (2) Advanced Writing/Fiction

Techniques of short story writing together with practice in critical evaluation of student work. *Open by permission of the instructor to students who have taken one Grade II writing course.*

Ms. Sides

302 (2) Advanced Writing/Poetry

Intensive practice in the writing of poetry. *Prerequisite: 202 or permission of the instructor.*

Mr. Bidart

315 (2) Advanced Studies in Medieval Literature

Topic for 1991-92: Beyond Canterbury: Chaucer's Dream Visions and Romances. Though best known for the *Canterbury Tales*, Chaucer also wrote four dream visions and retold the story of *Troilus and Criseyde*, sometimes called the first novel in English. This course will study these five poems, paying special attention to Chaucer's treatment of women and his growing interest in psychological complexity and naturalistic detail. We will also read Robert Henryson's 15th-century continuation of the *Troilus*, *The Testament of Cresseid*, in which Chaucer's romantic heroine ends up a leprous beggar. *Open to juniors and seniors and qualified sophomores by permission of instructor; preference given to Medieval/Renaissance majors.*

Ms. Lynch

320 (2) Literary Cross-Currents

Topic for 1991-92: The Impact of New-World Discovery on the Literature of the English Renaissance. This course marks the 500th anniversary of Columbus' first voyage and the entrance of the Americas into European consciousness. Its focus is the impact of the New World on Renaissance English literature about new or other worlds, such as More's *Utopia*, Spenser's *The Faerie Queen*, Mary Wroth's *The Countess of Montgomery's Urania*, and Shakespeare's *Tempest*. These readings will be supplemented with eye-witness accounts and maps and drawings of the New World and its inhabitants. *Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.*

Ms. Mikalachki

324 (1) Advanced Studies in Shakespeare

Topic for 1991-92: *Hamlet*. An intensive study of Shakespeare's *Hamlet* as the product of a set of formative pressures unique to the European and English Renaissance—at once philosophical, theological, historical, theatrical, and aesthetic. *Prerequisite: same as for 320. This course has been designated a seminar for 1991-92. Enrollment is limited to 15.*

Mr. Finkelpearl

325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

Prerequisite: same as for 320. Not offered in 1991-92.

335 (1) Advanced Studies in Restoration and Eighteenth-Century Literature

Topic for 1991-92: 18th-century Tales of Travel. An examination of how 18th-century writers regarded the cultural effects of travel. Texts by Sterne, Smollett, Defoe, Swift, Johnson, and Radcliffe. *Prerequisite: same as for 320.*

Mr. Reinert

345 (2) Advanced Studies in Nineteenth-Century Literature

Topic for 1991-92: Romantic Collaboration. An examination of Romantic poetry with particular emphasis on the vexed relations of influence, collaboration, love, friendship, aversion, and rejection that went into forming what we now think of as a literary "movement." Principle readings in William Wordsworth, Dorothy Wordsworth, Coleridge, Mary Shelley, Percy Bysshe Shelley, Byron, and Keats. *Prerequisite: same as for 320.*

Ms. Hickey

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

355 (2) Advanced Studies in Twentieth-Century Literature

Topic for 1991-92: The Bloomsbury Group. Study of a major literary and artistic circle in England early this century, paying special attention to the group's relationship to its Victorian forebears. Writers likely to be studied include Leonard and Virginia Woolf, E.M. Forster, Lytton Strachey, Katherine Mansfield, T.S. Eliot, Roger Fry, Walter Pater, Matthew Arnold, G.E. Moore, Oscar Wilde. *Prerequisite: same as for 320.*

Ms. Webb

360 (1) (2) Senior Thesis Research 1 or 2

By permission of the Chair. See p. 64, Departmental Honors.

363 (1) Advanced Studies in American Literature

Topic for 1991-92: Post-Modern Poetry. An introduction to recent poetry in English, dealing with a wide range of poets as well as striking and significant departures from the poetry of the past. The list will probably include Lowell, Bishop, Ginsberg, O'Hara, Ashbery, Plath, Rich, Merrill, Grossman, Heaney, Gluck, Pinsky, Scalapino. *Prerequisite: same as for 320.*

Mr. Bidart

364 (2) Race and Ethnicity in American Literature

Topic for 1991-92: Ghosts and Cultural Identity in American Literature. This course investigates the ways in which American writers envision their racial and ethnic inheritance through the imagining of ghostly predecessors. We will consider the encounter with the supernatural as a strategy for defining a literary voice that speaks from the particular cultural traditions the authors define as their own. The primary course readings will include works by Ralph Ellison, William Faulkner, William Kennedy, Maxine Hong Kingston, Toni Morrison, Gloria Naylor, and August Wilson. *Prerequisite: same as for 320.*

Ms. Brogan

370 (1) (2) Senior Thesis

Prerequisite: 360.

382 (1) Criticism

Texts by exemplary readers of literature, with attention to some favorite critical antitheses such as "literature vs. life," "creation vs. criticism," "theory vs. practice," and "Anglo-American vs. continental." Focus on readings by Arnold, Leavis, Frye, Bloom, and Derrida. *Prerequisite: same as for 320.*

Mr. Tyler

383 (1) Women In Literature, Culture, and Society

Topic for 1991-92: The Brontë Family. A study both of the imaginary world Charlotte, Emily, and Anne Brontë created along with their brother Branwell in their childhood stories and poems, and of the novels they wrote in close contact as adults. *Prerequisite: same as for 320.*

Ms. Meyer

384 (2) Literature and Empire

Topic for 1991-92: The Colonial "Legacy:" African and Caribbean Poets. We will explore and discuss the response of several African and Caribbean poets to the colonial experience. Possible authors: Derek Walcott, Edward Kamau Brathwaite, Michael Smith, Okot p' Bitek, Christopher Okigbo, Mongane Wally Serote. *Prerequisite: same as for 320.*

Ms. Cezair-Thompson

385 (1) Advanced Studies in a Genre

Topic for 1991-92: Ibsen, Chekhov and Beckett. Close reading of the major plays. Special attention to the shape of these playwrights' careers. *Prerequisite: same as for 320.*

Mr. Garis

387 (1) Authors

Topic for 1991-92: Joyce and Rushdie. A comparative exploration of major novels by two controversial writers, both coming out of the political and cultural situations of colonialism. Close study of Joyce's *Ulysses* and Rushdie's *Midnight's Children* are at the center of the course. *Prerequisite: same as for 320. This course has been designated a seminar for 1991-92. Enrollment is limited to 15.*

Mrs. Sabin

Cross-Listed Courses

For Credit

American Studies 316 (2)

Seminar. American Studies. Topic for 1991-92: Representing the Immigrant Experience

Black Studies 150 b (1) (A)

Black Autobiography. *Not offered in 1991-92.*

Black Studies 150 c (2) (A)

The Harlem Renaissance

Black Studies 201 (1) (A)

The Afro-American Literary Tradition *Not offered in 1991-92.*

Black Studies 211 (1) (A)

Introduction to African Literature

Black Studies 212 (2) (A)

Black Women Writers. *Not offered in 1991-92.*

Black Studies 234 (2) (A)

Introduction to West Indian Literature. *Not offered in 1991-92.*

Black Studies 266 (2) (A)

Black Drama

Black Studies 310 (1) (A)

Seminar. Black Literature. *Not offered in 1991-92.*

Black Studies 335 (2) (A)

Women Writers of the English-Speaking Caribbean. *Not offered in 1991-92.*

Extradepartmental 231 (2)

Classic American Sound Film

Medieval/Renaissance Studies 247 (2)

Arthurian Legends

Cross Listed Course

Attention Called

Extradepartmental 200 (2)

Classic Texts in Contemporary Perspective

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading. Critical Interpretation (English 120; formerly English 101) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in

the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit towards the major for AP courses taken in high school. First year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of eight courses, six of which must be in literature. At least four of the latter courses must be above Grade I and at least two at the Grade III level. Neither Writing 125 nor English 200 may be counted toward the major— except that courses designated 125/120 *do* satisfy the English 120 requirement as well as the Writing 125 requirement. At least six of the courses for the major must be taken at Wellesley, including the two required Grade III level courses. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III level courses for the major.

All students majoring in English must take Critical Interpretation (120; formerly 101), at least one course in Shakespeare (at the Grade II level), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800. The two required Grade III level courses must be in literature. Students who have had work equivalent to 120 at the college level may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of 5 units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one 300 level unit, excluding 350 and (D) at least 4 units, including the 300 level course, taken at Wellesley; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. English 200 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer and Continuing Education students. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

Teacher Certification: Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Department of Education.

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

121 (2) Into the Ocean World: Marine Studies Seminar

This comprehensive interdisciplinary course examines the sea's complexity and the far-reaching consequences of our interactions with it. The teaching team is composed of specialists in the sciences, social sciences, humanities and arts, each with an interest in marine issues and each with a commitment to bridging the gaps between disciplines and between abstractions and reality. The course themes are as broad as the ocean and there is a close look at Boston Harbor, a first step into the ocean world for those of us in this area. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative, Harold Andrews.*

123 (2) Water: Values, Resource Protection and the Future

Water has shaped our planet, our history, our economy, our culture. How we manage it will shape our future. This course will look at water from scientific, historical and political viewpoints and will examine contemporary water problems. The Boston metropolitan area's water supply system will be used as a case study. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative, Harold Andrews.*

124 (2) Marine Mammals: Biology and Conservation

An introduction to the biology and natural history of marine mammals, with particular emphasis on whales, dolphins and seals of the western North Atlantic. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation issues. "Hands-on" activities include laboratory work and a marine mammal survey on Massachusetts Bay. Offered by the Massachusetts Bay Marine Studies Consortium. *Open to two students by permission of the Consortium representative, Harold Andrews. Prerequisite: college-level biology.*

126 (2) The Maritime History of New England

The sea has shaped New England. This course will survey the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments, and there will be particular attention to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. Classes will include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative, Harold Andrews.*

200 (2) (A) Classic Texts in Contemporary Perspective

What is a classic? How does it reflect its culture? How did its own culture regard it? What can it say to us? These are some of the questions this course will consider in readings from Homer's *Iliad* and *Odyssey*, Sappho's lyrics, Sophocles' Theban plays, Plato's *Symposium*, Catullus' lyrics, Virgil's *Aeneid*, Ovid's *Art of Love*, Dante's *Divine Comedy*, and Shakespeare's *Hamlet*. We will be particularly interested in such themes and issues as the journey to self-knowledge; coming of age; gods, religion, and the individual; and an individual's responsibility to society. *Open to all students.*

Mr. Colaizzi

216 (1) (C) Mathematics for the Physical Sciences

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques. *Prerequisite: Mathematics 116 or 120, and Physics 104, 105, 107, 109 or 110.*

Ms. Hu

223 (B) Women in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be

given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science. *Not offered in 1991-92.*

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231 (2) (A) Interpretation and Judgement of Films

Close analysis of major works of film art, drawn from the work of such directors as Welles, Antonioni, Sturges, Bergman, Ophuls, Godard, Eisenstein, Chaplin, Kubrick. Many short written assignments. Frequent screenings early in the week of the film under discussion; students are required to see each film twice. *Open to all students.*

Mr. Garis

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232 (2) (A) New Literatures: Lesbian and Gay Writing in America

Fiction, autobiography, and poetry by lesbian and gay writers primarily from the post- Liberation period, including Dorothy Allison, Judy Grahn, Audre Lorde, Joan Nestle, Robert Ferro, Andrew Holleran, David Leavitt, and Edmund White. Special attention will be given to the aesthetic and political issues raised by redefinitions of sexual identity. *Open to all students.*

Mr. Stambolian

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247 (2) (B) The New Challenge to Human Rights in a Democratic Latin America

Contemporary human rights issues in Latin America, particularly those bi-lateral issues that currently involve both U.S. and Latin American interests. The inter-connections between free trade policies, immigration issues, the drug trade and human rights will be emphasized. The course will focus in depth on human rights policies and issues in Colombia, Panama, Cuba and Mexico. *Prerequisite: Peace Studies 259 or one grade I level course in anthropology, sociology, political science, or economics, or by permission of the instructor.*

Ms. Acosta

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248 (2) Poetry, Politics and Identity: The Latin Americans

This course will explore the visions of selfhood and collective identity portrayed in the works of Latin American thinkers.

Ms. Agosín

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325 (2) Seminar. The Art and Politics of the Nude

An interdisciplinary study of the nude in Western culture as an expression of contending myths and ideologies with emphasis on its relation to contemporary social and artistic values. Painting, photography, popular imagery, and films will be examined in conjunction with a broad range of literary, psychological, and philosophical texts selected to foster debate and to provide new methods of inquiry and analysis. *Open to juniors and seniors by permission of the instructor. Not offered in 1991-92.*

Mr. Stambolian

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330 (2) (A) Comparative Literature Seminar. The Fantastic in Literature

The course will examine short fiction by writers from several different languages and cultures. The tradition of the fantastic, whic emerged at the end of the 18th century, employs allegories of violence, horror, supernatural terror, delusion, and abnormal psychic states. Texts are chosen for their literary treatment of the fears that prey upon the human imagination. Among the goals of the course will be to identify recurring themes of the fantastic, to analyze its symbolic iconography, and develop a typology of the fantastic as it has evolved over two centuries. Writers include Poe, Hawthorne, Hoffmann, James, Gogol, Cortázar, Dinesen, Kafka, Maupassant, Gautier. *Prerequisite: one grade II literature course. Preference given to juniors and seniors.*

Mr. Hansen

First-Year Cluster Program

Directors: *Merry and Vega*

The First-Year Cluster Program, begun in 1984, offers first year students an alternative format in which to study traditional materials of the liberal arts curriculum. One purpose of the format is to help students develop more readily and fully a sense of the relationship between the materials and methods of several different disciplines. The format is also intended to increase opportunities for sharing study with other students and with faculty and to enhance skills in the writing and presenting of papers. Faculty members from different departments teach the Cluster courses, and student enrollment is limited to a maximum of 75 first year students.

The topic of the First-Year Cluster changes each year. It is described fully in a Cluster brochure available from the Board of Admission or the Committee on Curriculum and Instruction. The 1991-1992 Cluster, for members of the class of 1995, is "A Nation of Minorities: Race and Ethnicity in Contemporary America." It focuses on ethnic diversity in the United States and how the growing consciousness of this diversity reshapes what is defined as "American." The Cluster will explore ways in which a multicultural model of American society intersects the traditional 'melting-pot' paradigm by examining such topics as how the various ethnic groups now considered 'minorities' in the United States at once both share and diverge from European immigrant models; the ways that race and ethnicity shape our economic arrangements; the effect of racial issues in contemporary religious movements; biology and race; ethnic identity and the visual arts; and, with reference to particular groups, manners in which popular culture has historically represented ethnic identities, and ethnic expression in contemporary American literature. Therefore, while some of the courses take a comparative perspective, examining similar issues in a range of ethnic groups, others focus more deeply on the experience of a particular group.

The special format of the First-Year Cluster is described in the Cluster brochure. Briefly, the Cluster Program takes up three of the student's eight courses in her first year. In her fall term, each student takes two of the Specialty courses offered by the Cluster faculty. These specialty courses meet distribution requirements in the area of the instructor of each course. In the spring, each cluster student enrolls in a section of XWRIT 125 that will be staffed by the Cluster faculty.

XWRIT 125 (2) Cluster Writing

Special section of the regular College writing course, Writing 125. The Cluster sections of Writing 125 meet the College writing requirement while taking their materials from the subject matter of the Cluster. *Required of all Cluster members. Maximum enrollment 15.*

The Cluster Faculty

XANTH Race and Ethnicity in the Consciousness of America

This course examines the dynamics of racial and ethnic identities in contemporary American culture and social life. The first part examines several groups from an historical perspective, exploring similarities and differences among their immigration and assimilation experiences and investigating the theory that people of color will sooner or later have the same experience of assimilation and social mobility as white immigrants. The course covers key turning points in the emergence of contemporary racial and ethnic relations such as slavery and the abolition movement, the growth of nineteenth- century racism and imperialism, the shift from unrestricted to restricted immigration in the twentieth century, the civil rights movement of the 1960s, and the emergence of a multicultural vision for American society in the 1990s.

Ms. Merry

XART Center and Periphery: Ethnic Identity and Visual Culture in America

This course examines the changing constructions of ethnic identities in the arts and media since the 1960s. While primarily focusing on visual imagery (photography, painting, film and television), we will also examine the institutions and theoretical writings that have significantly shaped both the legitimization and marginalization of ethnicity in American visual culture. Selected topics to be discussed include: alternative spaces such as the Studio Museum in Harlem, graffiti and Hip Hop culture; and the rise of market control by ethnic groups.

Ms. Berman

XBISC Biology and Human Diversity

An examination of the process and mechanism of genetic inheritance and of the distribution of traits in the human population. Students will be exposed to the scientific method, the theory of evolution, and to introductory molecular biology. This background will be the basis of their study of genetic and environmental controls on regional evolution of the human population, and of the changes in the population that result from increased mobility and immigration, with examples from the United States. Topics of special interest include the possible existence of a common female ancestor ("Mitochondrial Eve") of living humans, misuse of science in estimations of human intelligence, and the controversial role of genetics in human behavior.

Ms. Giffin

XECON Spoils of War: Economic and Racial Conflict in a Democracy

This course studies aspects of the struggle for incorporation of traditionally marginalized groups into the economic and political sectors of American society, with special emphasis on the different forms of conflict experienced by various ethnic groups. A primary purpose of this course is to expose students to the complexity of racial conflict over economic issues of wealth, employment, and the distribution of life chances. We will examine to what extent the economic issue of race in America centers on the incorporation of previously-excluded communities in the economy and state. Students will read and discuss important works that illuminate the ways that racial ideas and racial conflict shape notions of rights, property, and the relationship between the state and the market.

Mr. Andrews

XREL Religious Pluralism and American Identity

An examination of major racial and ethnic religious communities in American history and contemporary society. The course will focus on the development and distinctive characteristics of six religious groups: the Black Church, Italian Catholics, Hispanic Catholics, Orthodox Jews, the Latter Day Saints, and the Lakota Sioux. Special attention to the problems of how religion expresses—and may reinforce—racial and ethnic identity and how these groups have interacted with the Constitutional mandate separating church and state. Materials will be drawn from primary and secondary textual sources, film documentaries, and guest lectures.

Mr. Marini

XSPAN The Latino Voice in American Literature

A close reading and analysis of selected Latina and Latino writers in the United States, paying particular attention to the problematics of bilingual writing, the use of aesthetic literature in a political agenda, and the recent outpouring of feminist Latina texts created in a culture traditionally seen as 'machista'. We will consider the role of Spanish as a uniting force and literary medium among Chicanos, Puerto Ricans, Cubans, Dominicans, and Central and South Americans, and inquire what this use represents within the context of 'American' literature—traditionally characterized by its use of English. We will examine also the identification of Latino literature as either part of 'Latin' American or 'North' American literature, or a separate, self-referential corpus, and consider the implications for this identification of the common use in the United States of the term 'American' to exclude citizens of 'Latin' America.

Mr. Vega

XWOST Gender and Race in the Construction of Identities: The World of Suzy Wong, M. Butterfly and Miss Saigon

This course will look at the historical process by which the various Asian American identities became conventionalized in popular American culture. A particular concern will be to define the ways in which public identification and self determination interact to articulate new identities. Beginning with a look at nineteenth-century sources (magazines, legislative records, religious sermons), and continuing through contemporary sources (selected Asian American authors, theatrical works and film), we will examine how and if Asian American identity was melded into an "exotic" otherness in American culture and if and in which ways some Asian Americans themselves may have taken part in the creation of this convention.

Ms. Hanawa

French

Professor: *Galand, Stambolian, Mistacco, Gillain*[A2]*, Lydgate, Respaut*[A]

Associate Professor: *Grimaud (Chair), Levitt*[A1]*, Raffy*[A1]

Assistant Professor: *Masson, Tranvouez, Murdoch, Datta*

Instructor: *Detwiller*

Lecturer: *Egron-Sparrow, Nielsen*

Teaching Fellow: *Hull*

All courses (except 220) are conducted in French. Oral expression and composition are stressed.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to spend their junior year in France on the Wellesley-in-Aix program or another approved program. **See p. 63.**

101-102 (1-2) Beginning French 2

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to students who do not present French for admission or by permission.*

131-132 (1-2) Intermediate French 2

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Weekly audiovisual presentations. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Not open to students who have taken French 121-122 or 141-142. Prerequisite: 102 or by permission.*

141-142 (1-2) The Language and Culture of Modern France 2

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: CEEB or Departmental Placement score of 560.*

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200 (2) Women and the Literary Tradition

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing. *Prerequisite: 132 or 142, acceleration from 131 or 141, a CEEB score or Departmental Placement score of 610, or an AP score of 3. Not offered in 1991-92. Offered in 1992-93.*

Ms. Mistacco

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201 (1) French Literature and Culture Through the Centuries I

From the Middle Ages through Classicism. Class discussion of selected masterpieces. Short papers, outside reading, slides. *Prerequisite: 132 or 142, acceleration from 131 or 141, a CEEB score or Departmental Placement score of 610, or an AP score of 3.*

Mr. Lagarde

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202 (2) French Literature and Culture Through the Centuries II

From the Enlightenment through Existentialism. *Prerequisite: 132 or 142, acceleration from 131 or 141, a CEEB score or Departmental Placement score of 610, or an AP score of 3.*

Mr. Murdoch

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205 (1) French Society Today

Contemporary problems and attitudes in today's France. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading. *Prerequisite: 132 or 142, acceleration from 131 or 141, a CEEB score or Departmental Placement score of 610, or an AP score of 3.*

Ms. Datta

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206 (1) (2) Intermediate Spoken French

Topic a: Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. *Prerequisite:*

132 or 142, acceleration from 131 or 141, a CEEB score or Departmental Placement score of 610, or an AP score of 3.

Ms. Egron-Sparrow, Ms. Tranvouez

Topic b: Practice in conversation to improve fluency, confidence, and pronunciation with special attention to the use of body gesture. Excerpts from texts about acting and from classical and modern plays and poems. Regular use of the language laboratory. Prerequisite: 132 or 142, acceleration from 131 or 141, a CEEB score or Departmental Placement score of 610, or an AP score of 3.

Ms. Masson

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212 Studies in the Middle Ages and Renaissance

Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5. Not offered in 1991-93.

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213 (1) French Drama in the Twentieth Century

An investigation of the major trends in modern French drama: reinterpretation of myths, influence of existentialism, the theatre of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Ms. Masson

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214 (2) The French Novel in the Nineteenth Century

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola, with special attention to the social and political contexts of sexual desire. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Mr. Stambolian

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215 (1) Baudelaire and Symbolist Poets

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5. Not offered in 1991-92. Offered in 1992-93.*

Mr. Galand

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219 (1) Love/Death

This course investigates the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the themes of love and death are related to story structure, narration, and the dynamics of reading. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5. Not offered in 1991-92. Offered in 1992-93.*

Ms. Respaut

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220 Proust and the Modern French Novel (in English)

The interplay of psychology and aesthetics in novels of passion and obsession, with emphasis on roust's *Remembrance of Things Past.* Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation. *Open to all students but the course does not count for the major. Not offered in 1991-93.*

Mr. Stambolian

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222 (1) (2) Studies in Language I

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Mr. Galand

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223 (1) (2) Studies in Language II

Skills in literary analysis and appreciation are developed through the close study of short stories, poems and plays. Techniques of expression in French essay writing, including practice in composition and vocabulary consolidation are emphasized. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Ms. Tranvouez, Ms. Raffy

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226 (1) Advanced Spoken French

Practice in oral expression to improve fluency and pronunciation with special attention to phonetics and idiomatic vocabulary. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language

laboratory. *Not open to first year students. Not recommended for students who have studied in France. Prerequisite: One Grade II unit, excluding 206.*

Ms. Gillain

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230 (2) Paris: City of Light

A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Ms. Raffy

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240 (1) French Cinema

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Resnais, Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Cocteau, Bresson). *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Ms. Gillain

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249 (1) (2) Selected Topics

Fall: French literature has traditionally been taught from a singularly metropolitan French outlook. By reading canonical French texts against their Caribbean counterparts, both traditions are illuminated. In this context, oppositions between self and other, center and periphery, colonizer and colonized are emphasized.

Mr. Murdoch

Spring: Books of the Self: Texts from the Middle Ages to the present that seek to represent the reality of the self in the space of a book. Confessional and autobiographical works by Abélard, Montaigne, Rousseau, Chateaubriand, Proust, Camus, Barthes. Problems of writing: sincerity, perspective, compression, the role of style. Truth and fiction. Dangers and illusions of the mirror-image. The role of the reader as accomplice, witness, judge, confessor. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

Mr. Lydgate

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250 (2) The French Press

Reading and study of current newspaper and magazine articles. Analysis of cartoons, comic strips, and advertisements. Ideological, sociological and stylistic differences will be stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports. *Prerequisite: 142, acceleration from 141, a CEEB or Departmental Placement score of 650, or an AP score of 4 or 5.*

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301 (2) The French Classical Theatre

The crisis of passion and its resolution in the French classical theater. The representation of passions such as love, rivalry, or ambition in the tragedies and comedies of Corneille and Racine and in the comedies of Molière. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Mr. Lagarde

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303 Advanced Studies in the Seventeenth and Eighteenth Centuries

Not offered in 1991-93.

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304 (2) The French Novel in the Eighteenth Century

"A New Revolution": Challenges to the Canon of the Eighteenth-Century Novel. Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Mme de Tencin, Mme de Graffigny, Mme Riccoboni, Rousseau, Diderot, Laclos, Mme de Charrière. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Ms. Mistacco

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305 Advanced Studies in the Nineteenth Century

From Novel to Autobiography: Self-knowledge and Self-representation in Nineteenth-century Literary Works. Focus on autobiography as a literary genre and its links with neighboring textual forms (biography, diary, autobiographical novel). The problems of narration within autobiographical texts. Works by Balzac, Stendhal, Chateaubriand, Musset, Fromentin, and Sand. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-93.*

Ms. Tranvouez

306 (1) Literature and Ideology in the Twentieth Century

Ideological purpose and literary form in selected works of Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Mr. Galand

307 (1) French Poetry in the Twentieth Century

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and Tel Quel are also included. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-92. Offered in 1992-93.*

Mr. Galand

308 (1) Advanced Studies in Language I

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages. *Prerequisite: Two Grade II units. Not open to students who have taken 309. Open to Seniors only, or by permission of the intructor.*

Mr. Grimaud

309 (2) Advanced Studies in Language II

Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts. *Prerequisite: Two Grade II units. Not open to students who have taken 308. Open to Seniors only, or by permission of the instructor.*

Mr. Galand

312 (1) Advanced Studies in the Middle Ages and Renaissance

Social and Intellectual Contexts of the Renaissance in France. Humanism vs. traditional theology. Popular vs. official culture. Oral tradition and the revolution of printing. Tolerance vs. religious fanaticism. Study of major writers and the important literary beginnings their works reflect: Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. Frequent reference to concurrent developments in music and the plastic arts. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Mr. Lydgate

314 (1) Cinema

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical. *Prerequisite: Two Grade II units. Not offered in 1991-92. Offered in 1992-93.*

Ms. Gillain

318 (1) Modern Fiction

The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-92. Offered in 1992-93.*

Ms. Mistacco

319 (2) Women, Language, and Literary Expression

Topic a: The Feminine in Nineteenth-century Texts. A feminist perspective on women in fictional and non-fictional prose. Works by Balzac, Barbey d'Aurevilly, Michelet, Sand, and Zola. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-92. Offered in 1992-93.*

Ms. Respaut

321 (1) Seminar

Topic a: Duras: A study of Marguerite Duras' literary and film production centering on her poetics of the Other and her practice of *écriture féminine*. Figures of alterity ranging from social outcasts, madwomen, and criminals to that incarnation par excellence of otherness, woman, will be examined in connection with Duras' subversion of sexual, familial, social, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews, autobiographical texts, and articles. *Prequisite: Two Grade II units, including one in literature (212 or above).*

Ms. Mistacco

Topic b: Women and the Stage: Representations of Women in Nineteenth and Twentieth-Century

French Drama. A study of trends in the representation of women in plays written by both men and women. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-93. Offered in 1993-1994.*

Ms. Masson

Topic c: Marcel Proust and the Myth of the Artist. A study of selected volumes of *A la recherche du temps perdu* with emphasis on the aesthetic, psychological, and autobiographical aspects of artistic creation as self-creation. Discussion of related literary texts, works of art, and films, and of the mythic stature Proust himself has acquired in Western culture. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-93.*

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330 (2) French and Francophone Studies

Race, Literature, and Society: French Voices from the Third World. An introduction to some of the Third World literatures of French expression: West Africa, North Africa and the Caribbean. Study of passage from vernacular traditional forms of writing to modern, westernized ones. *Prerequisite: Two Grade II units. Not offered in 1991-92. Offered in 1992-93.*

Mr. Murdoch

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349 (2) Studies in Culture and Criticism

Topic a: Proper Names and Politeness. A sociolinguistic study of the nature and historical development of personal names as cultural and linguistic systems in French. Using novels, film, and the press the role of pronouns (the "tu / vous" distinction), kinship names, and various other forms of naming (titles, first, middle, last names, initials, nicknames, terms of endearment) are discussed. *Prerequisite: Two Grade II units.*

Mr. Grimaud

Topic b: The Autobiographical Impulse in Writing and Photography. An interdisciplinary study of the desire to reveal and record one's self, body, and world. Attention will be given to the sources of this desire, the cultural factors shaping it, the various languages it adopts, and its personal and political uses. Among the artists and thinkers studied are: Barthes, Ingmar Bergman, Duras, Freud, Anais Nin, Proust, Rousseau, Lucas Samaras, and selected photographers. Students will be required to complete a short autobiographical project. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1991-93.*

Mr. Stambolian

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350 (1) (2) Research or Individual Study 1 or 2

Prerequisite: Two Grade II units.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of Department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Grade I: Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the Department during the second semester of their first year. Course 141-142 may not be elected by students who have taken both 101-102 and 131-132. A student may not count toward the major 220; or both 131-132 and 141-142; or both 206 and 226.

Acceleration to Grade II: Students who achieve a final grade of A or A− in 131 may, on the recommendation of their instructor, accelerate to 142, 200, 201, 202, 205, or 206. Students who achieve a final grade of A or A− in 141 may accelerate to any Grade II course.

Students achieving a final grade of A or A− in 102 may, upon the recommendation of their instructor, accelerate to 141. Students who accelerate from French 131 or 141 to a Grade II course receive one unit of credit for 131 or 141 *and* satisfy Wellesley's foreign language requirement with the successful completion of their Grade II work.

Majors: Majors are required to complete the following courses or their equivalents: either 222 or 223, and either 308 or 309. In some cases 226 may also be required. The goals of a coherent program are: (a) Oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Graduate Studies: Students planning graduate work in French or comparative literature should write a 370 honors thesis and study a second modern language and Latin.

Comparative Literature: Extradepartmental course 330, a seminar in comparative literature, It does not count for the major in French or French Studies but is recommended to all students of literature.

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Director of the Interdepartmental Major in French Studies and the Chair of the Department of Education.

French Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Murdoch*

The major in French Studies offers students the opportunity to achieve oral and written linguistic competence as well as a good knowledge of France or francophone countries through a study of their history, literature, arts, and thought.

Students work closely with two advisors, one from French and one from their other area of specialization. Programs of study are subject to the approval of the Director of French Studies.

Requirements: For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 222, 223, 308, 309. All courses above French 102 may be counted toward the major in French Studies, except that French 131-132 and 141-142 may not both be counted, and only one course in each of the following pairs of related courses may be counted: French 206 and 226; French 308 and 309.

For the major in French Studies, two or more courses shall be elected from the following:

Art 202 (1)
Medieval Art

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 219 (1)
Nineteenth-Century Art

Art 223 (2)
The Decorative Arts

Art 226 (2)
History of Photography. *Not offered in 1991-92.*

Art 234 (1)
Paris: Capital of the Nineteenth Century. *Not offered in 1991-92.*

Art 312 (2)
Seminar. Problems in Nineteenth-Century Art

History 236
The Emergence of Modern European Culture: the Seventeenth and Eighteenth Centuries. *Not offered in 1991-92.*

History 242
France in the Splendid Century. *Not offered in 1991-92.*

History 243 (1)
The Enlightenment, the French Revolution, and Napoleon

History 244 (2)
History of Modern France, 1815—Present. *Not offered in 1991-92.*

History 330 (2)
Seminar. Medieval Heroes and Heroines

History 355 (2)
Seminar. The Politics of Leisure in Nineteenth-Century England and France

Language Studies 237

History and Structure of the Romance Languages. *Not offered in 1991-92.*

At the discretion of the Director, after consultation with the course instructor, research or individual study (350) may be approved, as may such other courses as: Art 224 (Modern Art); Art 228 (19th- and 20th-Century Architecture); Art 250 (From Giotto to the Art of the Courts: Italy and France 1300-1420; Art 332 (Seminar. The Thirteenth-Century King as Patron); History 237 (Modern European Culture: the 19th and 20th Centuries); Philosophy 200 (Modern Sources of Contemporary Philosophy); Philosophy 223 (Phenomenology and Existentialism); Political Science 205 (Politics of Western Europe); Political Science 222 (Comparative Foreign Policies).

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Director of the Interdepartmental Major in French Studies and the Chair of the Department of Education.

Geology

Professor: *Andrews*

Visiting Professor: *Wright (1)*

Associate Professor: *Besancon (Chair), Thompson* [A1]

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100 (1) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. *Open to all students.*

Mr. Andrews

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102 (1) (2) Introduction to Geology with Laboratory

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. *Open to all students.*

The Staff

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200 (2) The Earth and Life through Time with Laboratory

The geologic history of North America and the evolution of life as revealed in the fossil record. Includes discussion of ancient environments, tectonic evolution of mountain ranges, origin and extinction of life forms. Laboratory and field trip. *Prerequisite: 102 or by permission of the instructor.*

Mr. Andrews

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202 (1) Mineralogy with Laboratory

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory. *Prerequisite: 102 or by permission of the instructor.*

Mr. Besancon

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204 (1) Catastrophes and Extinctions

An examination of mass extinctions in the history of life. Topics covered will include: evolution and the fossil record, gradual change and catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of

future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. *Prerequisite: 102 or by permission of the instructor. Not offered in 1992-93.*

Mr. Andrews

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206 (1) Structural Geology with Laboratory

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor. Not offered in 1992-93.*

Mr. Wright

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207 (2) Earth Resources

An introduction to the formation and location of geological resources. Energy resources, metals, fertilizers, building materials, water, and soil are considered. Environmental impact is discussed. No laboratory. *Prerequisite: 102 or by permission of the instructor. Not offered in 1992-93.*

Mr. Besancon

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304 (2) Stratigraphy and Sedimentation with Laboratory

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Prerequisite: 202. Not offered in 1992-93.*

Ms. Thompson

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305 (1) Paleontology with Laboratory

The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Prerequisite: 200 or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Mr. Andrews

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308 (2) Plate Tectonics

An examination of the geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces. *Prerequisite: 206. Not offered in 1992-93.*

Ms. Thompson

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309 (2) Petrology with Laboratory

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Prerequisite: 202. Not offered in 1991-92. Offered in 1992-93.*

Mr. Besancon

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314 (1) North America: A Tale of Two Seacoasts

The evolution of North America in terms of plate tectonic processes presently operating on the "passive" Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. *Prerequisite: 200 or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Thompson

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349 (2) Seminar. Selected Topics in Geology

Topics and prerequisites to be determined. *Open to qualified students. Not offered in 1991-92. Offered in 1992-93.*

The Staff

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350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

In addition to eight units in geology, normally to include 200, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.051 and 12.052 offered in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the three following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 206, 308 or III. (Petrology) 202, 309, and 304 and (C) 2 additional 200 or 300 level units.

German

Professor: *Goth, Ward, Hansen*

Associate Professor: *Kruse (Chair)*

Assistant Professor: *Finken*

Director of Wellesley-in-Konstanz-Program: *Ursula Dreher*

Because the language of instruction above the 100 level is almost exclusively German, students have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Upon recommendation of the instructor and approval of the Head of the Department, students may proceed from 102 to 105 at mid-year.

Qualified students are encouraged to spend the junior year in Germany on the Wellesley-in-Konstanz program or an approved non-Wellesley program.

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100 (1-2) Beginning German 2

An introduction to contemporary German. Comprehensive introduction to basic grammar with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab. Video and computer assignments. Topics from contemporary culture in German-speaking countries. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Mr. Finken (1-2)

102-103 (1-2) Intermediate German 2

Review of grammar and practice in all language skills with special emphasis on idiomatic usage. First semester: thorough grammar review, practice in classroom and language laboratory, readings on contemporary cultural topics. Second semester: extensive composition practice. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Students who have an A or A- in 102 may be advised to enter 105 at mid-year. Prerequisite: one to two admission units and placement exam, or German 100.*

Ms. Ward (1), Mr. Kruse (2)

104-105 (1-2) Studies in Language and Literature 2

Intermediate language study with major emphasis on oral communication. Both semesters encompass a thorough grammar review and stress vocabulary building as well as expository writing. Texts read are more difficult than those in 102-103. Each semester has a distinct cultural focus: German 104 will examine "post-wall" Germany. German 105 will study "Vienna 1900"; texts will include poetry, prose, art and music from this period in Austrian history. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: two to three admission units and placement exam, or permission of the department. Permission will be based on a high grade in 100. One may not enter 104-105 after completing 102-103.*

Mr.Kruse (1), Mr. Hansen (2)

German 120/ Writing 125C (2) Views of Berlin

From the brilliant cultural metropolis of the 1920s to the current "post-wall" period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the "German Question" and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the German Studies major. Includes an extra session each week.*

Ms. Ward

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200 (1) Advanced Grammar and Writing Skills

Designed for students with at least four semesters of language training. Major goal of course is to improve grammar as well as oral and written communication at the advanced level. Assignments will relate to contemporary cultural issues of the German-speaking countries and progress in sophistication from summarizing ideas or reporting experience (including conventions of letter-writing), to composing logically-argued essays. *Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. Prerequisite: 102-103, or 104-105, or placement examination.*

Mr. Hansen

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205 (2) Critical Interpretation: Periods, Genres and Methods

An introduction to the study of German literature. Designed to develop skills in critical interpretation by a detailed reading of texts which are representative of the main literary genres: epic, dramatic and lyric. The survey of lyric poetry will provide an overview of the most important periods of the history of German literature. All texts will be used to explore a variety of critical methods. Three periods. *Required for the majors in German Language and Literature and in German Studies. Prerequisite: 200 or by permission of the department. Not open to students who have taken either 202 or 203.*

Ms. Ward

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220 (1) Berlin in the Twenties

The capital of Berlin during the Weimar Republic as the center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avantgarde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Prerequisite: 200 or by permission of the instructor. Not offered 1991-92.*

Ms. Ward

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221 (2) Postwar German Culture

A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. *Prerequisite: 105, or 200, or by permission of the instructor. Not open to students who have had 204. Not offered 1991-92.*

Mr. Hansen

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225 (1) Clashing Myths in German Culture (in English)

Mythology from the Classical and Norse traditions as a subject of inquiry in modern German thought and as thematic material in literature, opera, philosophy, psychology and social thought. Includes theories of myth, some classical myths, a study of specific Norse myths, myth in Wagner, Nietzsche, Freud, Jung, Hesse, and Thomas Mann. Will include listening to two German operas. All texts read in English. *Open to all students. Not offered 1991-92.*

Mr. Hansen

229 (2) The Folktale: Studies in the Märchen (in English)

The folktale of the western world, its mythic, psychological and fabulous aspects; and its function as a mirror of the self and of the world. A study of its form and various schools of interpretation. Texts from the folktale traditions of England, France, Italy, Russia, with special emphasis on the German folktale of the Brothers Grimm. All texts read in English. *Open to all students. Not offered 1991-92.*

Ms. Goth

230 (2) The German Drama from the Eighteenth Century to the Present

Texts will focus on the changing image of woman in German drama from the Enlightenment to the present. Writers to be discussed: Lessing, Goethe, Kleist, Hebbel, Brecht, Dürrenmatt. *Prerequisite: 205 or by permission of the instructor.*

Ms. Goth

231 (2) Modern German Fiction

Novels and novellas of the late 19th and 20th centuries: themes, structures, historical and social context. Works by Fontane, Kafka, Thomas Mann, Musil, Grass and Frisch. *Not offered 1991-92.*

Ms. Goth

232 (2) Literature and Film

Twentieth-century narrative texts—from Thomas Mann's *Der Tod in Venedig* to Peter Schneider's *Der Mauerspringer*—are examined in conjunction with their film counterparts. Text and film will be analyzed and discussed in their historical, political and cultural context. We shall explore the comparative problems of textual and visual narrative as artistic representations of reality. *Prerequisite: 205 or permission of the instructor. Not offered 1991-92.*

Mr. Kruse

240 (1) German Short Prose (*Märchen* and *Novelle*)

A survey of short prose masterpieces from the 19th through the 20th centuries. Texts chosen demonstrate the aesthetic and social concerns of representative writers from major literary-historical periods (Romanticism, Realism, Naturalism, Turn-of-the-Century, Expressionism, post-War). Emphasis on the development of the *Novelle* genre and techniques of literary interpretation. *Prerequisite: 205 or permission of the instructor.*

Mr. Hansen

241 (1) Social Forces in German Literature

A survey of major texts of the nineteenth century in which the social and political concerns of writers are prominent. Emphasis on the cultural context in which German literature has developed. Topics covered will include both political and apolitical movements; nationalism in Germany; liberalism and revolution; the depiction of the aristocracy; the Jew in literature and society; the impact of Darwinism; the role of women; the aesthetic programs of Realism and Naturalism. Authors will include Büchner, Heine, Karl Marx, Fontane, Hauptmann. *Prerequisite: 205 or permission of the instructor. Not open to students who have had 249. Not offered 1991-92.*

Mr. Hansen

304 (1) Goethe

Texts from all phases of Goethe's literary career will be studied in their socio- historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Prerequisite: 205 and one other Grade II unit above 205 or permission of the instructor.*

Ms. Goth

305 (1) Readings in Eighteenth-Century Literature

The problems and issues of the Enlightenment, Storm and Stress and Early Romanticism will be studied in their historical context. Special focus on literary images of women in the 18th century. Texts by Gellert, Lessing, Wagner, Goethe, F. Schlegel, Schiller, Kleist. *Prerequisite: 205 and one other Grade II unit above 205 or by permission of the instructor. Not offered 1991-92. Offered in 1992-93.*

Mr. Kruse

349 (2) Seminar. Kafka

Kafka's novels, stories, parables, and letters will be studied in their historical, social, and cultural context. All major schools of Kafka criticism will be examined as possible paths into Kafka's literary labyrinth. *Prerequisite: one Grade III unit or by permission of the instructor.*

Mr. Kruse

350 (1) (2) Research or Individual Study, 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

Attention called

125C Writing/German 120 (2)
Views of Berlin

Extradepartmental 330 (2)
Comparative Literature Seminar. The Fantastic in Literature

Directions for Election

German 100 is counted toward the degree but not toward the major. Intermediate level courses (102-103, 104-105) are also Grade I courses and are not ordinarily counted toward the major. Students who begin with intermediate-level work and wish to major may be encouraged at mid-year to advance from 102 to 105. Majors in German Language and Literature are required to take 200 or its equivalent, 205 (waived for students who have had 202 or 203), at least one course chosen from the following: 230, 231, 232, 240, 241; either 304 or 305 (offered in alternate years) and at least one seminar (349).

It is strongly recommended that there be three Grade III units.

Courses in art, music, philosophy, German history, English, and literature courses in other foreign languages are also recommended as supplements to the major.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Kruse*

The major in German Studies is designed to provide the student with knowledge and understanding of the culture of Germany, Austria and Switzerland by acquiring proficiency in the German language and through the study of the literature, history, philosophy, music and art of these countries.

German Studies is an interdisciplinary major that offers students an alternative to the major in German Language and Literature. A student may construct her program individually from various courses devoted to some aspect of German culture offered by several departments. Students choose two major advisors, one from German and one from an allied field in another department. Programs must be approved by the German Department.

To ensure competence in spoken and written German, a minimum of 4 units above the Grade I level must be taken in the German Department. Of these 200, 205 (waived for students who have had 202 or 203) and either 220 or 221 are required. A seminar (349) is highly recommended. A 350 may not be substituted for the fourth unit. To give the major an historical base, one course in German history is required, whether or not that is the allied field. The major must include at least two Grade III units.

Electives may include courses taught in English in the German Department or any courses from the following. It is strongly recommended that two courses be drawn from a single allied field.

Art 224 (2)
Modern Art

Art 311 (1)
Northern European Painting and Printmaking. *Not offered 1991-92.*

Extradepartmental 330 (2)
Comparative Literature Seminar. The Fantastic in Literature

History 245 (2)
Germany in the Twentieth Century. *Not offered 1991-92.*

History 325 (2)
The Romantic Era in Germany. *Not offered 1991-92.*

History 341 (1)
Seminar. Nature and Meanings of History. *Not offered 1991-92.*

History 367 (2)
Seminar. Jewish Ethnicity and Citizenship

Music 209 (2)
Topics in Music History

Music 217 (1)
Musical Genres and Styles

Philosophy 221
History of Modern Philosophy in the Nineteenth Century. *Not offered in 1991-92.*

Philosophy 223 (1)
Phenomenology and Existentialism

Philosophy 300b (2)
Kant

Political Science 342 (2)
Marxist Political Theory.

Political Science 346 (2)
Seminar. Critical Theory. *Not offered 1991-92.*

Psychology 325 (2)
Seminar. History of Psychology. Freud in His Time. *Not offered 1991-92.*

Religion 340 (2)
Seminar. The Holocaust

Writing 125C/German 120 (2)
Views of Berlin

Greek and Latin

Professor: *Lefkowitz (Chair), Geffcken*[A1], *Marvin*

Associate Professor: *Starr*

Assistant Professor: *Rogers, Colaizzi, Dougherty*[A], *Rothwell*

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See p. 147, Directions for Election.

Greek

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102 (1) Beginning Greek

An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods. *Open to students who do not present Greek for admission.*

Mr. Rothwell

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103 (2) Intermediate Greek

Further development of Greek reading and language skills. Four periods. *Prerequisite: 102 or equivalent.*

Mr. Rothwell

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201 (1) Plato

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods. *Prerequisite: 102 and 103, or two admission units in Greek, or by permission of the instructor.*

Mr. Rothwell

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205 (2) Homer

Study of selected books in Greek from Homer's *Iliad* or *Odyssey*, with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods. *Prerequisite: 201.*

Mr. Starr

345 (1) Greek Drama

Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama in Greek, others in English. *Prerequisite: 205.*

Mrs. Lefkowitz

349 (1) Seminar

Prerequisite: 205. Not offered in 1991-92. Offered in 1992-93.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Religion 298 (2)

New Testament Greek

Cross-Listed Courses

Attention Called

Classical Civilization 101 (2) (A)

Classical Literature: An Introduction. *Not offered in 1991-92.*

Classical Civilization 104 (1) (A)

Classical Mythology

Classical Civilization 120/Writing 125B (2) (A)

Epic Vision in Homer and Vergil

Classical Civilization 215 (2) (B[1])

Gender and Society in Antiquity. *Not offered in 1991-92. Offered in 1992-93.*

Classical Civilization 229/329 (1) (B[1])

Alexander the Great: Psychopath or Philosopher King?

Classical Civilization 243 (2) (B[1])

Roman Law

Classical Civilization 245 (1) (B[1])

Roman Slavery. *Not offered in 1991-92.*

Classical Civilization 305 (2) (A)

Ancient Epic. *Not offered in 1991-92.*

Classical Civilization 310 (2) (A)

Greek Drama in Translation

Classical Civilization 326 (1) (B[1])

The Ancient City. *Not offered in 1991-92. Offered in 1992-93.*

Extradepartmental 200 (2) (A)

Classic Texts in Contemporary Perspective

History 230 (2)

Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (2)

History of Rome. *Not offered in 1991-92. Offered in 1992-93.*

Latin

100 (1) Beginning Latin

Fundamentals of the Latin language. Readings from classical and medieval texts. Study of Latin derivatives in English; grammatical structure in Latin and English. Development of Latin reading skills. Four periods. *Open to students who do not present Latin for admission, or by permission of the instructor.*

Mr. Rothwell

101 (2) Intermediate Latin

Further development of Latin reading and language skills. Four periods. *Prerequisite: 100.*

Miss Geffcken

200 (1) Introduction to Vergil's *Aeneid*

Study of the poem with selections from Books I-VI in Latin. Three periods. *Prerequisite: 101, or [102], or three admission units in Latin not including Vergil, or exemption examination.*

Mr. Starr

201 (2) Latin Comedy

Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of two plays in Latin, others in English. Three periods. *Prerequisite: 200, or three admission units in Latin.*

Mr. Rothwell

224 (1) Roman Literature: Poetry

Selected readings in Latin from principal authors such as Lucretius, Catullus, Vergil, Horace, Propertius, Tibullus, and Ovid. *Prerequisite: four admission units in Latin or three including Vergil or 200 or 201 or by permission of the instructor.*

Mr. Colaizzi

225 (2) Roman Life

The concepts and practices that structured Romans' lives, including personal relationships (e.g., friends, children and parents, patrons and clients, masters and slaves); attitudes toward work, leisure and recreation (e.g., literature, popular entertainments, banquets); citizenship and its responsibilities. Reading from selected Roman authors in Latin and in translation. May be elected without having taken 224. *Prerequisite: same as for 224.*

Mr. Rogers

249/349 (1) Selected Topics

This course may be taken either as 249 or, with additional assignments, 349.

Topic for 1991-92: Augustus. How Augustus established the Roman Empire after the fall of the Republic. Topics include the concept of an emperor; literary politics; how Augustus managed the Senate and people of Rome; provincial administration; legislative programs and moral reforms; the character of Augustus; the problems posed by the sources. Texts include Augustus' autobiography; Suetonius' *Life of Augustus*; other literary sources; selected inscriptions and documents. *Prerequisite: [221] or [222] or 224 or 225 or 249 with different topic or AP Latin score of 5 in the Latin Lyric examination or by permission of the instructor.*

Mr. Starr

300 (2) Lucretius' *De Rerum Natura*

Lucretius' re-creation in poetic form of the Epicurean view of human experience. *Prerequisite: 249.*

Mr. Colaizzi

302 (2) Vergil's *Aeneid*

The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome. *Prerequisite: 249 or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

308 (2) Cicero and the Late Republic

The events, life, and thought of the late Republic in the works of Cicero. *Prerequisite: 249 or by permission of the instructor. Not offered in 1991-92.*

Mr. Starr

309 (2) Livy

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. *Prerequisite: 249. Not offered in 1991-92.*

Miss Geffcken

316 (2) The Effects of Power and Authority in the Empire

How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life. *Prerequisite: 249. Not offered in 1991-92.*

Mr. Rogers

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Classical Civilization 101 (2)(A)

Classical Literature: An Introduction. *Not offered in 1991-92.*

Classical Civilization 104 (1) (A)

Classical Mythology

Classical Civilization 120/Writing 125B (2) (A)

Epic Vision in Homer and Vergil

Classical Civilization 215 (2)(B^1)

Gender and Society in Antiquity. *Not offered in 1991-92. Offered in 1992-93.*

Classical Civilization 229/329 (1) (B^1)

Alexander the Great: Psychopath or Philosopher King?

Classical Civilization 243 (2) (B^1)

Roman Law

Classical Civilization 245 (1)(B^1)

Roman Slavery. *Not offered in 1991-92.*

Classical Civilization 305 (2)(A)

Ancient Epic. *Not offered in 1991-92.*

Classical Civilization 310 (2)(A)

Greek Drama in Translation

Classical Civilization 326 (1)(B^1)

The Ancient City. *Not offered in 1991-92. Offered in 1992-93.*

Extradepartmental 200 (2) (A)

Classic Texts in Contemporary Perspectives

History 230 (2)

Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (2)

History of Rome. *Not offered in 1991-92. Offered in 1992-93.*

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin or Classical Civilization except History 230, 231; Classical Civilization 215, 229/329, 243, 245, 326 (these courses may be elected to fulfill the requirement in Group B^1). The following may not be counted toward the major in Greek or Latin: Classical Civilization 101, 104, 120, 215, 229/329, 243, 245, 305, 310, 326; History 230, 231; XD200.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete three units of Grade III work. 302, offered in alternate years, is *strongly* recommended.

Latin students who offer an AP Latin score of 5 in the Latin Lyric examination should normally elect 249; an AP score of 5 or 4 in the Vergil examination usually leads to 224. A student with a score of 4 in AP Latin Lyric examination should consult the Chair regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 109 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 107.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are Classical Civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult Miss Geffcken or Mr. Starr in the Departments of Greek and Latin, and the Chair of the Department of Education.

History

Professor: *Auerbach*[A], *Cohen (Chair*[2]*)*, *Cox*, *Knudsen (Chair*[1]*)*[A2], *Malino*, *Robinson*[A2], *Tumarkin*

Associate Professor: *Kapteijns*, *Park*[A]

Assistant Professor: *Formanek-Brunell*, *Rogers*, *Shennan*[A], *Taylor*, *Tien*

Instructor: *Gosse*, *Tiersten*

Lecturer: *Hanawa*

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100 (1) Introduction to Western Civilization

A survey of western culture and society from the age of the pyramids to the Renaissance and Reformation. Emphasis on the elements that combined to make western civilization unique: the rich heritage of Egyptian, Greek and Roman antiquity, the vital religious traditions of Judaism and Christianity, and the dynamic culture of the Germanic peoples of the North. Students must register for two lectures and one conference section. *Open to all students who have not taken 200.*

Mr. Cox, Mr. Rogers

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102 (2) The American Experience

A survey of the social, cultural, and institutional dimensions of American history from 1607 to the present, with special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, consequences of commercialization, reform, American exceptionalism. *Open to all students.*

Ms. Tien

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103 (1) History in Global Perspective: Cultures in Contact and Conflict

An introduction to the study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* cultures. Taught by entire department in lectures and panels, and in conference sections. Students must register for two lectures and one conference. *Open to all students.*

The Staff; Mr. Knudsen, Ms. Kapteijns, sections

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201 (2) Modern European History

An introduction to modern Europe, with attention to problems of historical interpretation. Themes include: social and political revolutions in England, France and Russia; industrialization and the decline of rural Europe; nationalism and imperialism; the two World Wars. *Open to all students who have not taken 101.*

Ms. Tumarkin, Ms. Tiersten

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217 The Making of European Jewry 1085-1815

A study of the internal life and external relations of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution. *Open to all students. Not offered in 1991-92.*

Ms. Malino

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218 Jews in the Modern World, 1815-Present

A study of the demographic, cultural and socioeconomic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Malino

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219 (1) The Jews of Spain and the Lands of Islam

The history of the Jews in the Arab, Persian and Ottoman lands from the early centuries of Islam to the modern era. Topics include the emergence of "Oriental" Jewry; the intellectual flowering of the Jews of Muslim Spain; the repercussions of their diaspora and the widening gap between the Jews of Europe and their coreligionists in North Africa, India, and the Middle East. *Open to all students.*

Ms. Malino

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229 (1) Alexander the Great: Psychopath or Philosopher King?

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *Open to all students.*

Mr. Rogers

230 (2) Greek History from the Bronze Age to the Death of Philip II of Macedon

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis. *Open to all students.*

Mr. Rogers

231 History of Rome

Rome's cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Mr. Rogers

232 (2) The Medieval World, 1000 to 1300

An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, in manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary sources, including art and literature. *Prerequisite: Open to qualified first year students (see Directions for Election) and to all others without prerequisite.*

Mr. Cox

233 (1) Renaissance Italy

Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to Renaissance art, literature, and philosophy. Topics include the commercial revolution, the Black Death, republicanism and civic humanism, patronage and art, courtly culture and theories of princely power, the Counter-Reformation church. *Prerequisite: same as for 232.*

Ms. Taylor

236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Authors read include: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. *Prerequisite: same as for 232. Not offered in 1991-92. Offered in 1992-93.*

Mr. Knudsen

237 Modern European Culture: The Nineteenth and Twentieth Centuries

A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Authors read include: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty. *Prerequisite: same as for 232. Not offered in 1991-92. Offered in 1992-93.*

Mr. Knudsen

238 (1) English History: 1066 and All That

From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements. *Prerequisite: same as for 232.*

Mrs. Robinson

239 (2) English History: Henry VIII and Elizabeth I

The first part of the course will focus on Henry VIII: the court and chivalry; connubial bliss and the church; T. Cromwell and the Commonwealth; the children. Part II will focus on Elizabeth: the Commons, courtiers, and courting; confrontations, domestic and foreign; colonial adventures; culture. Discussion of several films. *Prerequisite: same as for 232. Not offered in 1992-93.*

Ms. Taylor

241 (2) Women in Modern European History

Comparative survey of the condition and experience of European women after 1750. Exploration of the impact of industrialization and urbanization on working-class and middle-class women, and of new models of femininity and feminine deviance. Topics include women's work and the ideal of domesticity, theories of feminine sexuality and criminality, and the birth of feminism and its development in the twentieth century. *Open to all students.*

Ms. Tiersten

242 (2) France in the Splendid Century

French history and culture, 1600-1715. Louis XIV and the palace-city of Versailles, both as a technique of government and as an expression of political theology and aesthetic ideas, will be studied against the background of religious wars and rebellion during the first half of the century. The art, architecture, literature and drama of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time. *Prerequisite: same as for 232. Not offered in 1991-92. Offered in 1992-93.*

Mr. Cox

243 (1) The Enlightenment, the French Revolution, and Napoleon

The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. *Prerequisite: same as for 232.*

Mr. Cox

244 History of Modern France, 1815-Present

Exploration of the social and political forces which shaped France from the exile of Napoleon to the election of Mitterrand. Topics include: Revolutions of 1830, 1848 and 1871; industrialization, gender, and class in the nineteenth century; culture and lifestyles during the *fin-de-siecle*; social impact of world wars; French Resistance during World War II. *Prerequisite: same as for 232. Not offered in 1991-92. Offered in 1992-93.*

Mr. Shennan

245 Germany in the Twentieth Century

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post Wolrd War II Federal, German Democratic, and Austrian republics—and explores the German response to pressures felt throughout Western Europe. *Prerequisite: same as for 232. Not offered in 1991-92. Offered in 1992-93.*

Mr.Knudsen

246 Medieval and Imperial Russia

A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration given to the rise of absolutism, the enserfment of the peasantry, and the impact upon Russia of successive foreign cultures—Byzantium, the Mongol Empire, and the West. *Open to sophomores, juniors and seniors, and to first year students with a background in Russian or modern European history. Not offered in 1991-92.*

Ms. Tumarkin

247 (1) Modern Russia and the Soviet Union

The decline and fall of Imperial Russia, followed by the emergence, development, decline and fall of the Union of Soviet Socialist Republics. Topics include terrorism, the 1917 Revolution, collectivization of the peasantry, Party purge, Great Terror, the "Great Patriotic War," the Brezhnev morass. *Prerequisite: Open to sophomores, juniors and seniors, and to first-year students with a background in Russian or modern European history.*

Ms. Tumarkin

248 (1) Europe in the Twentieth Century

A comparative study of European political, cultural, and social life from the fin de siècle to the present day. Topics include the modern metropolis; Modernist art and politics; the two world wars and their legacies; the rise of the welfare state; the post- war Americanization of Europe and relations with the Third World. *Open to sophomores, juniors, and seniors.*

Ms. Tiersten

249 (2) The Two Americas

The Western Hemisphere from the wars of independence through the Cuban Revolution and its aftermath. "Anglo" and "Latin" America are considered together in terms of settler colonial-

ism; the subjugation of indigenous peoples and slavery; the Atlantic system; agro-export capitalism; and twentieth-century problems of dependency, development, democracy, and revolution in light of U.S. hegemony. *Open to all students.*

Mr. Gosse

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250 (1) The Peopling of Early America

An examination of the emergence of a multiracial, multi-ethnic society in British North America. Emphasis on immigration to the New World, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, and the development of American culture. *Open to all students.*

Ms. Tien

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251 (2) To Nationhood: America, 1750-1850

The creation of a national identity as seen in the development of critical institutions and the shaping of an American consciousness. Topics include: causes and consequences of independence, the market revolution, the Constitution, the first and second party systems. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Tien

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252 (1) The United States in the Nineteenth Century

An introduction to the major political, economic, social and cultural forces that shaped 19th-century American history: the influence of industrialization, urbanization, westward expansion, migration, immigration, the slave economy and culture; the effects of reform, revival and reconstruction on middle and working class black, white and AmerIndian women, men and children. Sources include speeches, novels and cartoons, *Open to all students.*

Ms. Formanek-Brunell

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253 (2) The United States in the Twentieth Century

The emergence of an urban industrial society; tension between traditional values and social change; development of the welfare state; issues of war and peace; the boundaries of liberal reform and radical protest, from the end of Reconstruction to the political ferment of the 1960s. *Open to sophomores, juniors and seniors.*

Mr. Gosse

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256 American Jewish History

The development of American Jewish life and institutions, especially since the era of mass immigration from Eastern Europe. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States. *Open to sophomores, juniors and seniors. Not open to students who have taken 339. Not offered in 1991-92.*

Mr. Auerbach

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257 (1) Women in American History

A survey of women in American history, from the colonial period to the present, focusing on the family, education, patterns of paid and unpaid labor, creative women, images of women in the popular media, women's rights, and feminism. Special emphasis on class, ethnic, racial, and religious differences among American women, as well as their common experiences. *Open to all students.*

Ms. Formanek-Brunell

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258 Freedom and Dissent in American History

An exploration of ideas of freedom and patterns of political and religious dissent since the founding of the nation. Special attention to the expanding and contracting constitutional boundaries of free expression. Among the issues to be examined: wartime censorship; political extremism; civil disobedience; individual rights and state power. *Open to sophomores, juniors and seniors. Not offered in 1991-92. Offered in 1992-93.*

Mr. Auerbach

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261 (1) American Popular Music in Historical Context

The interaction of European and African-derived folk and later pop cultures in the context of slavery and emancipation, the influx of successive immigrant groups in the nineteenth and twentieth centuries, and rapid technological development (from player-pianos to MTV). Extensive use of films, videos and recordings. *Open to all students.*

Mr. Gosse

262 (2) Women and Labor in America

The history of women's paid, unpaid, bonded, indentured and voluntary labor in America. Topics include the history of motherhood and women's changing relationship to labor and leisure through an examination of professionals and prostitutes, housewives and homeworkers, artists and artisans, missionaries and revolutionaries, entrepreneurs and laborers. Sources include census records, advertisements, and novels. *Open to all students.*

Ms. Formanek-Brunell

263 South Africa in Historical Perspective

An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652-1885), and in the industrial era (1885-present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family, and the diverse expressions of African resistance. Short stories and poetry are among the sources used. *Open to all students. Not offered in 1991-92.*

Ms. Kapteijns

264 (1) The History of Precolonial Africa

The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa. *Open to all students.*

Ms. Kapteijns

265 (2) History of Modern Africa

Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state. *Open to all students.*

Ms. Kapteijns

270 Japan Before 1800

Introduction to the history of Japan from the sixteenth to the early nineteenth century. Topics include civil strife in the era of Warring States, the great unification and the age of peace under the Tokugawa shogunate, the decentralized Bakufu-Domain polity, popular culture and the revival of classic ideas, the integration of hamlet and villages into the market economy, and peasant uprisings and social unrest. *Open to all students. Not offered in 1991-92.*

Ms. Hanawa

271 (2) Japan Since 1800

The emergence of Japan as a nation state from the early nineteenth century to the period after World War II. Emphasis on the interaction of internal and external sources of change; continuity and change in political institutions and cultural patterns; economic growth, urbanization and social dislocation; the anticipation of renewal and new achievements; the culture of militarism in the late 1930s; defeat and occupation; and postwar recovery. *Open to all students.*

Ms. Hanawa

275 (1) Imperial China

After a survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political, economic, and intellectual impact of the West and the progressive break-down of Chinese society and polity in the 19th century. *Open to all students.*

Mr. Cohen

276 (2) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang

Kai-shek and the Kuomintang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments since; future problems. *Open to all students.*

Mr. Cohen

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284 (2) The Middle East in Modern History

Themes in the political, socio-economic, and intellectual history of the modern Middle East (Turkey, Lebanon, Israel, Egypt, Saudi Arabia and Iran) from 1918 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used. *Open to all students.*

Ms. Kapteijns

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286 Islamic Society in Historical Perspective

Introduction to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society—from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods—students will gain insight into some major themes of the political, religious, and socio-economic history of the Islamic world from the rise of Islam to the establishment of colonial rule. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Kapteijns

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290 History of Israel

An exploration of the historical formation and development of Jewish statehood, from Biblical promise to political reality. Consideration of Jewish settlement in Palestine; the nature of the Zionist revolution; the evolution of a modern state within the boundaries of an ancient homeland; relations with Arabs; and continuing efforts to define the nature and purpose of a Jewish national home. *Open to sophomores, juniors and seniors. Not offered in 1991-92. Offered in 1992-93.*

Mr. Auerbach

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295 International Relations of the West, 1789-1962

Historical introduction to the development of international relations from the outbreak of the French Revolution to the Cuban Missile Crisis: the Napoleonic Wars and the nineteenth century balance of power; the diplomacy of national unification and imperialist expansion; the origins of World Wars I and II; the emergence of Russian and American superpowers; the Cold War and European decline. *Prerequisite: same as for 232. Not offered in 1991-92. Offered in 1992-93.*

Mr. Shennan

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309 (1) Social History of the United States, 1600-1850

An exploration of the development of American society and the formulation of an American character. Themes will include the interplay of individual and group interests in the contexts of family, kin, church, community, town, and city; immigration and ethnicity; the notion of reform; work and leisure; the conceptualization of "public" and "private" life. *Open to juniors, seniors, and especially qualified sophomores who have taken at least one 200-level course in U.S. history.*

Ms. Tien

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310 Social History of the United States after 1850

The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. *Prerequisite: same as for 309. Not offered in 1991-92.*

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311 1968: The Terrible Year

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of how, and why, it happened. Enrollment limited to 20. *Open by permission of the instructor to students with a background in twentieth century American history. Not open to students who have taken 315. Not offered in 1991-92. Offered in 1992-93.*

Mr. Auerbach

327 (2) Zionism and Irish Nationalism: A Comparative Perspective

Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts. *Prerequisite: same as for 341.*

Ms. Malino

328 Anti-Semitism in Historical Perspective

Historical antecedents and sources of modern anti-Semitism. Topics include pre-Christian anti-Semitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political anti-Semitism. Jewish responses to anti-Semitic policies and events as well as developments during and after World War II. *Prerequisite: same as for 341. Not offered in 1991-92. Offered in 1992-93.*

Ms. Malino

330 (2) Seminar. Medieval Heroes and Heroines

An examination of both the mythological and the historical functions of the "hero" in human societies since earliest times, but with primary focus on the medieval world between 500 and 1500. Some class sessions will be conducted by other members of the Medieval/Renaissance Studies faculty in order to give a multi-disciplinary dimension to our investigation of the phenomenon of "heroization" in pre-modern Europe and of the ways in which heroic figures changed in character over time. *Prerequisite: Open to juniors and seniors and qualified sophomores. Preference given to Medieval/Renaissance Studies majors.*

Mr. Cox

332 (2) Seminar. Girlhood and Boyhood in America

The gendered history of childhood from the pre-industrial period to the present by race, class, region and ethnicity. Topics include childrearing and child labor, ritual and fantasy, play and sexuality. In addition to recent scholarly works, primary sources will be used: childrearing manuals, diaries, children's fiction and toys as material culture. *Open to juniors and seniors and qualified sophomores.*

Ms. Formanek-Brunell

333 Seminar. Renaissance Florence

Study of the social, political, and economic crises that serve as the background and impetus to the intellectual and artistic flowering of the Florentine Renaissance. Examination of the structure of Florentine society, and in particular of the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture. *Prerequisite: 233 or permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Park

341 Seminar. The Nature and Meanings of History

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism. *Prerequisite: Open to juniors and seniors and qualified sophomores. Not offered in 1991-92.*

Mr. Knudsen

342 Seminar. Women, Work and the Family in African History

Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs. *Prerequisite: same as for 341. Not offered in 1991-92.*

Ms. Kapteijns

344 Seminar. Gendered Domains: Women and Men in Modern Japan

The historical metamorphoses of gender roles and ideologies from 1860 to the present: how particular domains have come to be defined as male or female; how historical circumstances inform the construction, extension, and declension of particular gendered domains; and how changes of gender ideologies relate to transformations in areas such as labor force participation, childrearing, or modes of political behavior. *Prerequisite: 271. Not offered in 1991-92.*

Ms. Hanawa

346 Seminar. China and America: The Evolution of a Troubled Relationship

The persistent theme of misunderstanding and conflict in Chinese-American relations will be explored through such topics as: the treatment of Chinese in 19th century California and U.S. exclusion legislation, the rhetoric and reality of the Open Door, China and the U.S. as allies during World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the Nixon-Kissinger opening of the early 1970s, and the fallout from Tiananmen. *Prerequisite: same as for 341. Not offered in 1991-92. Offered in 1992- 93.*

Mr. Cohen

347 (1) The Cultural Revolution in China

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other major historical events. *Enrollment limited to 20. Prerequisite: same as for 341.*

Mr. Cohen

349 (1) Seminar. Consuming Passions: Gender, Class, and the Culture of Consumption in Nineteenth-Century Europe

The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of etiquette manuals, novels, fashion magazines, and advertising images. *Prerequisite: background in modern European history or culture.*

Ms. Tiersten

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

354 (2) Seminar. Recovering and Reconstituting the Family in American History

The American family as a social and cultural institution. Topics include the methodology of family history, the family as a unit of historical analysis, household structure, the family economy, domestic relations, and connections between family and church and state. Emphasis on primary sources: diaries, autobiographies, family letters, wills, censuses, church records. *Prerequisite: same as for 341.*

Ms. Tien

355 (2) Seminar. The Politics of Leisure in Nineteenth-Century England and France

The rise of the mass culture of leisure seen through some of the social and ideological conflicts accompanying its development. Consideration of department stores, tourist resorts, and music halls as some of the places that bore witness both to deepening social and economic divisions between the working and the middle classes, and to the emergence of a shared culture of leisure. *Prerequisite: same as for 349.*

Ms. Tiersten

356 Seminar. Russia at War

An exploration of the Soviet Union during the harrowing ordeal of the Second World War, including: the Nazi-Soviet pact; the siege of Leningrad; the Western alliance; U.S. and British perceptions of the U.S.S.R. during the war; wartime propaganda and culture. *Prerequisite: History 247, Political Science 206 or Political Science 322. Not offered in 1991-92.*

Ms. Tumarkin

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar, which will be taught by Ms. Taylor.

361 Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain, 1930-80

A comparative perspective on French and British responses to changing international, political, economic, and social realities. Issues include: crisis of the 1930s; World War II and its postwar impact; decolonization; relations with the United States; modernization and social change in the 1950s and 1960s; and the politics of the 1960s and 1970s. *Prerequisite: same as for 341. Not offered in 1991-92.*

Mr. Shennan

362 (1) Seminar. The "Great Patriotic War" as Myth and Memory

Until recently, an idealized memory of World War II served as the great legitimizing and unifying myth of the Soviet Union. This seminar will explore the history of the war cult in the Khrushchev and Brezhnev years, and finally focus intensively on the erosion of that cult and the painful emergence of raw human memory under Gorbachev's *glasnost* reform. This last part of the course is a case study in the fate of myth, history and memory during the turmoil of the Gorbachev years. *Open by permission of the instructor to sophomores, juniors and seniors with a background in Soviet history or politics.*

Ms. Tumarkin

363 (2) Seminar. The Radical Tradition in America

How contradiction of class, race, gender, ethnicity and empire produced radical politics in the United States, from the revolution of 1776 to the new social movements two hundred years later. Themes include Protestant reform, women and people of color in the struggle for democracy, and the problems of socialism within advanced capitalism. *Prerequisite: 102, 251, 253, or equivalent.*

Mr. Gosse

364 Seminar. Women in Islamic Society: Historical Perspectives

Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Focus on the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations. *Prerequisite: same as for 341. Not offered in 1991-92. Offered in 1992-93.*

Ms. Kapteijns

367 (2) Seminar. Jewish Ethnicity and Citizenship

The freedom to be different and the right to be equal studied through the Jewish experience in 19th and 20th century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political anti-Semitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities. *Prerequisite: same as for 341.*

Ms. Malino

368 (1) Seminar. Today's Crises and the Era of World War I

A study of the political roots of 1990's crises in the Baltic republics, Balkan nations, and Middle East states, focusing on: issues in Eastern Europe preceding the 1914 outbreak of the World War; allied secret treaties and conflicting promises made during the war years; military developments, 1914-1918 and into the early 1920's; treaty settlements, including the emergence of the Baltic states, redrawing of Balkan boundaries, mandates for former Ottoman territories. *Prerequisite: same as for 341.*

Mrs. Robinson

369 (1) Seminar. The U.S. during the Cold War Era, 1945-1988

Globally dominant after World War II, the U.S. confronts danger abroad and conflict at home, amid dramatic economic growth and the spread of a vast consumer culture. Topics include the end of white supremacy in the South, confrontation with the third World, the various "countercultures," and rapid changes in American family life. *Prerequisite: 253 or equivalent.*

Mr. Gosse

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Black Studies 105 (1) (B^2)

Introduction to the Black Experience

Black Studies 150d (2) (B^1)

1919: The Year of the New Negro. *Not offered in 1991-92.*

Black Studies 200 (1) (B^1)

Africans in Antiquity

Black Studies 206 (2) (B^1)

Introduction to Afro-American History, 1500-Present. *Not offered in 1991-92.*

Black Studies 216 (1) (B^1)

History of the West Indies. *Not offered in 1991-92.*

Black Studies 319 (1)(B^1)

Pan-Africanism. *Not offered in 1991-92.*

Black Studies 340 (2)(B[1])
Seminar. Afro-American History

Classical Civilization 229/329 (1) (B[1])
Alexander the Great: Psychopath or Philosopher King?

Classical Civilization 326 (1)(B)
The Ancient City. *Not offered in 1991-92.*

Education 212 (1)(B[1])
History of American Education

Education 214 (2)(B[1],[2])
Youth, Education and Student Activism in Twentieth-Century America

Education 312 (B[1])
Seminar. History of Child Rearing and the Family. *Not offered in 1991-92.*

Religion 203
The Ancient Near East. *Not offered in 1991-92.*

Religion 218 (1)
Religion in America

Religion 255
Japanese Religion and Culture. *Not offered in 1991-92.*

Religion 340 (2)
Seminar. The Holocaust

Spanish 260
History of Latin America. *Not offered in 1991-92.*

Spanish 261
History of Spain. *Not offered in 1991-92.*

Women's Studies 224 (1)
Women's Lives Through Oral History. *Not offered in 1991-92.*

Women's Studies 305 (2)
Topics in Gender, Race, and Ethnicity

Women's Studies 316
Seminar. History and Politics of Sexuality in the United States. *Not offered in 1991-92.*

Women's Studies 320
American Health Care History in Gender, Race and Class Perspective. *Not offered in 1991-92.*

Directions for Election

Entering students are urged to consider taking 103, History in Global Perspective, as their first course, since it is a multicultural introduction to the study of history and will also introduce them to all members of the department. Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both before taking other courses in the European field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, majors, beginning with the class of 1992, must take at least one from each of the following groups of courses: 1) 263, 264, 265, 270, 271, 275, 276, 284, 286 (Africa, Japan, China, Middle East); and 2) 100, 102, 201, 238, 246 (Europe, the United States, England, Russia). We strongly recommend that majors take at least one course in the pre-modern West (ancient Greece and Rome, Europe before 1600). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, of the two Grade III courses in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. No more than one cross-listed course may be counted toward a History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally at least four units must be taken at Wellesley, and crosslisted courses will not count toward the minor.

Teacher Certification: Students interested in obtaining certification to teach Social Studies in the Commonwealth of Massachusetts should consult Ms. Tien in the History Department and the Chair of the Department of Education.

Italian

Professor: *Jacoff*[A]

Associate Professor: *Viano (Chair)*

Assistant Professor: *Ward, Di Martino*

Instructor: *Paulicelli*

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend the junior year in Italy.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

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100 (1-2) Elementary Italian

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Mr. Viano, Ms. Di Martino, Ms. Paulicelli

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202 (1) Intermediate Italian I

Consolidation and increase of fluency in Italian through in-depth review of grammar, conversation, and role-playing. Selected articles from Italian newspapers and graded short stories will develop vocabulary and introduce students to specfic skills necessary for reading in a foreign language. Listening comprehension will be practised through the viewing of Italian films and other audio-visual materials. Course requirements: six short written compositions, six quizzes. Three periods. *Prerequisite: 100 or by permission of the instructor.*

Mr. Ward, Ms. Di Martino

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203 (2) Intermediate Italian II

Further consolidation of fluency in Italian through review of grammar, conversation, and writing. Reading skills will be further developed through the study of a series of literary and audio-visual texts which are designed to introduce students to some of the major themes in Italian culture. Three periods. *Prerequisite: 202 or by permission of the instructor. Majors are encouraged to take both 203 and 205.*

Mr. Ward, Ms. Paulicelli

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205 (2) Intermediate Spoken Italian

The course develops oral skills by considering the major communicative functions for which language is used. Course activities include work in pairs and in groups, communication games, role playing and simulation exercises. Students will use both audio and video programs which will form the basis of class discussions. Three periods. *Prerequisite: 202 or by permission of the instructor. Majors are encouraged to take both 203 and 205.*

Ms. DiMartino

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206 (1) Introduction to Italian Studies

An introduction to contemporary Italy through selected examples of both high culture (literature, philosophy, and opera) and popular culture (television, cinema, and popular music). The course will enable students to think, speak and write about these representations of Italian life. *Prerequisite: 203 or by permission of the instructor.*

Mr. Viano

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207 (2) Studies in Italian Renaissance Literature

An introduction to Medieval and Renaissance Italian literature through consideration of major authors such as Dante, Petrarch, Boccaccio, Machiavelli, and Castiglione. The course will explore the changing significance of the role of human love, the relationship between intellectual and civic life, and the role of literature itself. *Prerequisite: 206 or by permission of the instructor. Not offered in 1991-92.*

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208 (2) Italy: A Cultural Perspective (In English)

An examination of the beliefs, customs, values, social practices, and myths which constitute modern Italian culture. An understanding of the present cultural configuration within its historical perspective will be achieved through analyses of literary and sociological texts as well as audio-visual materials. *Open to all students. Not offered in 1991-92.*

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209 (2) Studies in Italian Literature

Special Topic for 1991-92: Fascism and Resistance: The Italian Response

Drawing on both literary and cinema texts, the course will examine the major political and cultural events of twentieth century Italy: the period of Fascist rule and the Resistance Movement. As well as giving a historical overview, the course aims to trace the differing ways Italian culture and society dealt with the Fascist legacy and the

idea of a new beginning promised by the Resistance. Readings from Calvino, Moravia, Levi, Pavese, Gramsci, Bassani and Vittorini; films by Rossellini, Visconti, De Santis, and the Taviani brothers. *Prerequisite: 206 or by permission of the instructor.*

Mr. Ward

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211 (1) (2) Dante (in English)

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy*, with emphasis on the *Inferno* in the fall semester, and on the *Purgatorio* and *Paradiso* in the spring. The centrality and encyclopedic nature of the *Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, students will find that knowledge of the *Comedy* illuminates modern literature as well. *Open to all students. Students may elect to take the course for either semester. Not offered in 1991-92.*

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212 (2) Literature of the Italian Renaissance (In English)

An opportunity to read certain key texts of the Italian Renaissance in depth: Boccaccio's *Decameron*, selected Petrarch letters and poems, Cellini's Autobiography, Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts. *Not offered in 1991-92.*

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244 (2) Italian Cinema (in English)

A survey of Italian cinema from neo-realism to the present through the work of its major directors (Fellini, Bertolucci, Antonioni, etc.). The in-depth analysis of each film will aim at providing students with a knowledge of the key issues in contemporary film theory: the relationship between cinema and reality, the role of the spectator, gender and politics of the film image. *Open to all students.*

Mr. Viano

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308 (1) The Contemporary Novel

The development of an art form in relation to the literary and intellectual history of modern Italy. Representative theoretical and fictional texts will illustrate the diversity of stylistic and thematic concerns of a variety of writers and movements. *Prerequisite: 209 or by permission of the instructor.*

Ms. Paulicelli

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349 (1) Seminar. Narrative Techniques in Italian Literature and Cinema

The course aims to introduce students to the developments in narrative technique that have characterized modern Italian literature and film. Beginning with selections from Manzoni's *I promessi sposi (The Betrothed)*, the students will read selections from Verga, Gadda, Pasolini, Calvino, and Eco. Futurism and Neo-realism will also be considered. The course will conclude with an introduction to film narrative and an analysis of the films of Michelangelo Antonioni. Among other issues, the course will discuss the ideological critique of narrative that has been elaborated in recent years. *Open by permission of the instructor. Not offered in 1991-92.*

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350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are urged to begin Italian in their first year. Italian 100 counts toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: *Viano*

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major.

The following courses are available for majors in Italian Culture:

Art 220 (1)
Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 229 (1)
Renaissance and Baroque Architecture

Art 243 (2)
Roman Art

Art 250 (1)
From Giotto to the Art of the Courts: Italy and France, 1300-1420. *Not offered in 1991-92.*

Art 251 (2)
Italian Renaissance Art

Art 254 (1)
Urban Form. Medieval Renaissance and Baroque. *Not offered in 1991-92.*

Art 304 (2)
Seminar. Problems in Italian Renaissance Sculpture. Topic for 1991-92: Donatello and Fifteenth-Century Italian Sculpture.

Art 330 (1)
Seminar. Renaissance Art. *Not offered in 1991-92.*

Art 333 (2)
Seminar. The High Baroque in Rome

History 231
History of Rome. *Not offered in 1991-92.*

History 233 (1)
Renaissance Italy

History 333
Seminar. Renaissance Florence. *Not offered in 1991-92.*

Italian 202 (1)
Intermediate Italian I

Italian 203 (2)
Intermediate Italian II

Italian 205 (2)
Intermediate Spoken Italian

Italian 206 (1)
Introduction to Italian Studies

Italian 207 (2)
Studies in Italian Renaissance Literature. *Not offered in 1991-92.*

Italian 208 (2)
Italy: A Cultural Perspective (In English). *Not offered in 1991-92.*

Italian 209 (2)
Studies in Italian Literature

Italian 211 (1) (2)
Dante (in English). *Not offered in 1991-92.*

Italian 244 (2)
Italian Cinema (In English)

Italian 308 (1)
The Contemporary Novel

Italian 349 (1)
Seminar. Narrative Techniques in Italian Literature and Cinema. *Not offered in 1991-92.*

Language Studies 237
History and Structure of the Romance Languages. *Not offered in 1991-92.*

Music 323 (2)
Seminar. Selected Topics. Topic for 1991-92: The Opera.

Japanese

Assistant Professor: *Morley (Chair)*

Lecturer: *Morita, Jamentz*

Language Instructor: *Torii*

107 (1-2)(A) Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Four periods with a fifth period to be arranged. Upon satisfactory completion of the year-long course, students will receive one unit of credit for the first semester and two units of credit for the second semester. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Morley and Staff

111 Introduction to Japanese Civilization

An interdisciplinary and topical introduction to the salient features and issues in Japanese civilization from the seventh century to the present. Topics include: indebtedness to China and to the West, the role of feudalism in modernization, development of uniquely Japanese cultural norms and social structure, emergence of Japan as a threat to and promise for the rest of the world. Approached from history, literature, art, religion, sociology, economics, and political science. Team-taught with lecturers. *Not offered in 1991-92.*

207 (1-2)(A) Intermediate Japanese

Continuation of Japanese 107. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four periods with a fifth period to be arranged. Upon satisfactory completion of the year-long course, student will receive one unit of credit for the first semester and two units of credit for the second semester. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 107 (1-2) or by permission of the instructor.*

Ms. Morita and Staff

221 (1) Topics in Japanese Linguistics

Language and Society in Japan. This course will examine the interaction between language and culture in Japan. Focus on unique characteristics of women's speech in Japan. Topics also include the use of honorifics, gestures, conversation analyses, and the in-group/out-group consciousness as reflected in the Japanese language. This course will provide a sociolinguistic background for both Japanese studies majors and language studies majors. *Prerequisite: Japanese 107 and/or Language Studies 114. Not offered in 1991-92.*

251 (2) Japan Through Literature and Film

A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. Offered in alternation with 351. *Open to all students. Not offered in 1992-93.*

Ms. Morley

307 (1) (2) Advanced Japanese

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets three days a week. *Prerequisite: 207 or the permission of the instructor.*

Ms. Morita and Staff

308 (1) Readings in Contemporary Japanese Prose

Reading and discussion in Japanese of selections from modern prose: short stories, essays, etc. Focus on advanced reading and translation skills. Two periods with discussion section. *Prerequisite: 307 (1-2) or by permission of instructor.*

Mr. Jamentz

309 (2) Readings on Contemporary Japanese Social Science

Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section. *Prerequisite: 308, or by permission of instructor.*

The Staff

351 (2) Seminar. Modern Japanese Novel in Translation

Analysis of selection of works by modern novelists from the 19th through the 20th centuries. Offered in alternation with 251. *Prerequisite: one unit in Japanese Studies or by permission of instructor. Not offered in 1991-92.*

The Staff

Japanese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Kodera, Morley*

Japanese Studies is an interdisciplinary and interdepartmental program, offering courses in language, linguistics, and literature, as well as in other disciplines, including art, history, economics, political science, theatre studies, religion and women's studies. The Program deals both with traditional and modern Japan.

At present, the Program offers a major in Japanese Studies, bu not in Japanese. The major in Japanese Studies requires the minimum of eight course units, including (1) two years of Japanese language study (Japanese 107 and 207 count as 3 units each for the degree but they count as 1 unit each toward the major); (2) four non-language courses on Japan, which may include Japanese 308 and 309; and (3) two courses listed in the Program at the 300 level, but not including Japanese 307. Those primarily interested in traditional Japan are strongly encouraged to do some course work on traditional China. One course on traditional China may count towart the major. The major is encouraged to have two advisors, one from the Japanese language faculty and the other from those who teach non-language course on Japan. "Plan for the Major" must be signed by one of the directors of the Program.

A 350 may be arranged for advance work under the supervision of a faculty member in a particular field in which a student has already undertaken preliminary course work.

For opportunities for study in Japan for different lengths of time, students may obtain information from the directors of the Japanese Studies Program. Transfer credits must meet the standard of the Program and must obtain prior approval.

Art 249 (2)
Arts of Japan. *Not offered in 1991-92.*

Economics 239 (2)
The Political Economy of East Asian Development

History 270
Japan Before 1800. *Not offered in 1991-92.*

History 271 (2)
Japan Since 1800

History 344 (1)
Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1991-92.*

Japanese 107 (1-2) (A)
Beginning Japanese

Japanese 111
Introduction to Japanese Civilization. *Not offered in 1991-92.*

Japanese 207 (1-2) (A)
Intermediate Japanese

Japanese 221 (1)
Topics in Japanese Linguistics. *Not offered in 1991-92.*

Japanese 251 (2)
Japan Through Literature and Film

Japanese 307 (1-2)
Advanced Japanese

Japanese 308 (1)
Readings in Contemporary Japanese Prose

Japanese 309 (2)
Readings on Contemporary Japanese Social Science

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation. *Not offered in 1991-92.*

Political Science 208 (2)
Politics of East Asia. *Not offered in 1991-92.*

Political Science 208A (2)
Political Economy of East Asia

Religion 108 (1)
Introduction to Asian Religions

Religion 108M (2)
Introduction to Asian Religions

Religion 253 (1)
Buddhist Thought and Practice

Religion 255
Japanese Religion and Culture. *Not offered in 1991-92.*

Religion 353
Seminar. Zen Buddhism. *Not offered in 1991-92.*

Religion 356 (1)
Seminar. Ideal Society in East Asian Religions

Jewish Studies

AN INTERDEPARTMENTAL MAJOR

Professor: *Malino* (Director)

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization, from antiquity to the present and in diverse geographic regions, through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level. Students are encouraged to apply to participate in "Wellesley-in-Israel," a January seminar in Jerusalem which focuses on archaeology in Israel, and which is held in cooperation with The Hebrew University of Jerusalem.

Majors devise their own programs in consultation with the Director of the Jewish Studies Program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 244, 247; English 364; History 217, 218, 219, 256, 290, 339, 327, 328, 367; Political Science 326; Religion 104, 105, 202, 203, 206, 207, 242, 245, 304, 305, 339, 340; Spanish 206 and 253. Units must be taken in at least 2 departments; in consultation with the Director of the Program in Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program. The "Wellesley-in-Israel" January seminar will take place in 1992.

American Studies 315 (1)
Seminar. American Studies. Topic for 1991-92: Identity and American Politics in Historical Perspective

American Studies 316 (2)
Topic for 1991-92: Representing the Immigrant Experience

Anthropology 242 (1)*
The Rise of Civilization

Anthropology 244 (1)*
Societies and Cultures of the Middle East

Anthropology 247*
Societies and Cultures of the Soviet Union. *Not offered in 1991-92.*

English 364*
Race and Ethnicity in American Literature

History 217
The Making of European Jewry 1085-1815. *Not offered in 1991-92.*

History 218
Jews in the Modern World 1815-Present. *Not offered in 1991-92.*

History 219 (1)
The Jews of Spain and the Lands of Islam

History 256
American Jewish History. *Not offered in 1991-92.*

History 290
History of Israel. *Not offered in 1991-92.*

History 327 (2)
Zionism and Irish Nationalism: A Comparative Perspective

History 328
Anti-Semitism in Historical Perspective. *Not offered in 1991-92.*

History 367 (2)
Jewish Ethnicity and Citizenship

Philosophy 219
The Soul in Medieval Philosophy. *Not offered in 1991-92.*

Political Science 326
International Politics in the Middle East. *Not offered in 1991-92.*

Religion 104 (1) (2)
Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (2)
Introduction to the New Testament

Religion 140
Introduction to Jewish Civilization. *Not offered in 1991-92.*

Religion 199 (1-2)
Elementary Hebrew

Religion 202
Archaeology and the Bible. *Not offered in 1991-92.*

Religion 203
The Ancient Near East. *Not offered in 1991-92.*

Religion 206 (2)
Prayer, Wisdom, and Love in the Hebrew Bible/ Old Testament

Religion 207
The Exodus. *Not offered in 1991-92.*

Religion 208
Eighth-Century Prophecy. *Not offered in 1991-92.*

Religion 242
Rabbis, Romans and Archaeology. *Not offered in 1991-92.*

Religion 243
Women in the Biblical World. *Not offered in 1991-92.*

Religion 245
Hebrew and Yiddish Literature in Translation. *Not offered in 1991-92.*

Religion 299 (1) (2)
Intermediate Hebrew

Religion 304 (1)
Seminar. Isaiah: Prophecy and Interpretation

Religion 305
Seminar. Job and the Problem of Suffering. *Not offered in 1991-92.*

Religion 340 (2)
Seminar. The Holocaust

Spanish 206 (1)
Christians, Jews and Moors: The Spirit of Spain in its Literature

Spanish 253
The Writer and Human Rights in Latin America. *Not offered in 1991-92.*

Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Herskovits, Acting Director (1), Levitt (2)*

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language.

The major in Language Studies has a number of core requirements. Students must take a minimum of four Language Studies courses: Language Studies 114 (Introduction to Linguistics), and either Language Studies 237 (History and Structure of the Romance Languages) or Language Studies 238 (Sociolinguistics) or Language Studies 240 (The Sounds of Language) or Language Studies 244 (Language: Form and Meaning); and Language Studies 312 (Bilingualism: An Exploration of Language, Mind, and Culture) or Language Studies 322 (Child Language Acquisition). In addition, majors must elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings in the major.

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114 Introduction to Linguistics

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Levitt

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237 History and Structure of the Romance Languages

Open to students of French, Italian, Spanish and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on exam-

ining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. *Prerequisite: 114 or permission of the instructor. Not offered in 1991-93.*

Ms. Levitt

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238 (2) Sociolinguistics

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language. *Prerequisite: 114 or permission of the instructor.*

Ms. Levitt

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240 The Sounds of Language

Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?) Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of the speech analysis facilities of the Sound-Imaging Lab. *Prerequisite: 114 or by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Levitt

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244 Language: Form and Meaning

Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: what do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics — and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language. *Prerequisite: Language Studies 114. Not offered in 1991-92.*

Ms. Herskovits

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312 Bilingualism: An Exploration of Language, Mind, and Culture

Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: The detection of 'foreign' accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: The societal conventions governing use of one language over another, the effects of extended bilingualism on language development and change, and the political and educational impact of a government's establishing official bilingualism. *Prerequisite: an appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Levitt

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322 (2) Child Language Acquisition

Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax and semantics in the young child. Data from studies of children learning languages other than English will also be considered. *Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor.*

Ms. Levitt

The following courses are available for credit in Language Studies:

Computer Science 235 (2)
Languages and Automata

Computer Science 333 (2)
Computer Models of Natural Language

Education 308
Seminar on Foreign Language Methodology. *Not offered in 1991-92.*

French 222 (1) (2)
Studies in Language I

French 308 (1)
Advanced Studies in Language I

French 309 (2)
Advanced Studies in Language II

Philosophy 207 (2)
Philosophy of Language

Philosophy 215 (2)
Philosophy of Mind

Philosophy 216 (1) (2)
Logic.

Psychology 216
Psychology of Language. *Not offered in 1991-92.*

Psychology 330 (1)
Seminar. Cognitive Science

Russian 301 (1)
Advanced Russian

Russian 302 (2)
Advanced Study of Modern Russian

Mathematics

Professor: *Hirschhorn, Magid, Shuchat, Shultz*[A2], *Sontag, Wang (Chair), Wilcox*[A1]

Associate Professor: *Morton*

Assistant Professor: *Baez, Blomstrom, Levenberg, Rose, Tabak, van Mulbregt*

Instructor: *Hakosalo, Winters*

Most courses meet for two periods weekly with a third period approximately every other week.

100 (1) (2) **Introduction to Mathematical Thought**

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected. *Not open to students who have taken 115 or the equivalent.*

The Staff

102 (1) (2) **Applications of Mathematics without Calculus**

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected. *Open to all students.*

The Staff

103 (1) **Precalculus**

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills. 103 does not count toward the Group C distribution requirement. *Open by permission of the department.*

The Staff

115 (1) (2) **Calculus I**

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, linear approximation, and differential equations. *Open to all students who have not taken an equivalent course.*

The Staff

116 (1) (2) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes. Sequences and infinite series, power series, Taylor series. *Prerequisite: 115 or the equivalent.*

The Staff

120 (1) Calculus IIA

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. *Open by permission of the department to students who have completed a year of high school calculus. A placement test on techniques of integration and differentiation will be required of everyone enrolled in the course. (Students who have studied Taylor series should elect 205.) Not open to students who have completed 115, 116 or the equivalent.*

The Staff

205 (1) (2) Intermediate Calculus

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Jacobian matrix. Multiple integrals. *Prerequisite: 116, 120, or the equivalent.*

The Staff

206 (1) (2) Linear Algebra

Real and complex vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems. *Prerequisite: 205.*

The Staff

209 (1) (2) Methods of Advanced Calculus

Inverse- and implicit-function theorems. Line integrals, surface integrals, Green's Theorem, Gauss' Theorem, Stokes' Theorem. Introduction to complex-variable theory. Introduction to differential equations. *Prerequisite: 205.*

The Staff

210 (2) Differential Equations

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods. *Prerequisite: 205.*

Mr. Levenberg

220 (1) Probability and Elementary Statistics

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. *Prerequisite: 116, 120, or the equivalent. Open to first-year students by permission of the instructor.*

The Staff

225 (1) Combinatorics and Graph Theory

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem. *Prerequisite: 116,120, or the equivalent.*

Ms. Rose

249 (2) Selected Topics

Topic for 1991-92: Classical Differential Geometry. An introduction to the differential geometry of curves and surfaces. Topics include: curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics and surfaces of constant curvature. *Prerequisite: 205 or permission of the instructor.*

Mr. Magid

250 Topics in Applied Mathematics

Topic for 1988-89 was operations research and systems analysis. *Not offered in 1991-92.*

302 (1) (2) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits. *Prerequisite: 206.*

Ms. Sontag, Ms. Wang

303 (1) Elements of Analysis II

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Prerequisite: 302.*

Mr. Levenberg

305 (1) (2) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields. *Prerequisite: 206.*

Mr. Magid, Ms. Rose

306 (2) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite: 305.*

Mr. van Mulbregt

307 (2) Topology

Introduction to point-set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Prerequisite: 302. Not offered in 1991-92. Offered in 1992-93.*

309 (2) Foundations of Mathematics

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Prerequisite: 302 or 305. Not offered in 1992-93.*

Mr. Baez

310 (2) Functions of a Complex Variable

Analytic functions. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities; mapping properties of analytic functions. Additional topics such as conformal mapping and Riemann surfaces as time permits. *Prerequisite: 209 and 302. Not offered in 1991-92.*

349 (1) Selected Topics.

Topic for 1991-92: Number Theory. Studies the problem of finding integer or rational solutions to polynomial equations with particular reference to Elliptic Curves. Topics include: integers mod n, Diophantine equations, Pythagorean Theorem and Fermat's Last Theorem, Elliptic Curves, Mordell-Weil Theorem. *Prerequisite: 305.*

Mr. van Mulbregt

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

355 (1) Advanced Topics in Mathematics

Integrated study of several topics in algebra, analysis and geometry. Topics for 1990-91: modules, canonical forms, inner product spaces (including Hilbert space), differential forms. Recommended for students interested in the honors program. *Prerequisite: 302 and 305, one of which may be taken concurrently with 355, or permission of the instructor. Not offered in 1991-92.*

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 115, 116, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205.

Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115 and 116.

Directions for Election

Students majoring in mathematics must complete eight or more units in mathematics, including 115 and 116 (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 209, 302, 305, and one other 300- level course. Majors are strongly encouraged to participate in

the weekly Mathematics Student Seminar. (This seminar will be required starting with the class of 1994.)

The Mathematics Student Seminar is a weekly non-credit seminar in which majors and interested students have the opportunity to make a short presentation on a topic of interest. Ordinarily, students will be required to participate in the seminar in the second semester of their junior year and the first semester of their senior year.

Students expecting to major in mathematics should complete 206 before the junior year. In order to take 310, a student must first complete 209 as well as 302.

Students expecting to do graduate work in mathematics should elect 302, 303, 305, and at least three other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206, 209 and (B) two additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education.

Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 303, 305, and three other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cox, Fergusson*

The major in Medieval/Renaissance Studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language. To ensure that breadth of knowledge is not achieved at the expense of depth, however, majors are required to elect at least four units of work above the Grade I level from the offerings in one department. (See the list of available courses.) Each year a seminar is offered in which more than one member of the faculty participate and which is especially designed to accommodate the needs and interests of the majors. The Majors Seminar for 1991-92 is History 330 Medieval Heroes and Heroines. A minimum major consists of eight courses, of which at least two must be at the Grade III level.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum students can learn to perform Medieval and Renaissance music. See the description under Music.

Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

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247 (2) Arthurian Legends

A survey of legends connected with King Arthur from the sixth century through the fifteenth with some attention to the new interpretations in the Renaissance, the nineteenth, and the twentieth centuries. Special lectures by members of the Medieval/Renaissance studies program. *Open to sophomores, juniors, and seniors; and also to first year students by permission of the instructor.*

Ms. Lynch

248 (1) Love in the Middle Ages

In the twelfth century love, both secular and sacred, became an obsessive subject for poets and writers. This course is an introduction to representative medieval discourses of desire. It will explore the variety of ideas of love seen in texts such as troubador poetry written by both men and women, romances such as Beroul's *Tristan*, St. Bernard's sermons on the Song of Songs, the letters of Eloise and Abelard, lyrics of Rumi and Abraham Ibn Ezra, and Dante's *Vita Nuova*. We will look at the social and cultural contexts of these works and pay particular attention to the dialectical relation between sacred and profane conceptions of love within and among them. *Open to all students except those who have taken 335. Not offered in 1991-92.*

Ms. Jacoff

Among other courses that count toward the major are:

Art 100 (1)
Introductory Course

Art 202 (1)
Italian Medieval Art: Church Architecture and Decoration

Art 203 (2)
Cathedrals and Castles of the High Middle Ages. *Not offered in 1991-92.*

Art 247 (1)
Islamic Art and Culture

Art 250 (1)
From Giotto to the Art of the Courts: Italy and France, 1300-1420. *Not offered in 1991-92.*

Art 251 (2)
Italian Renaissance Art: Painting and sculpture in Italy in the fifteenth and early sixteenth centuries

Art 254 (1)
Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1991-92.*

Art 304 (2)
Seminar. Problems in Italian Renaissance Sculpture. Topic for 1991-92: Donatello and Fifteenth-Century Italian Sculpture

Art 311 (1)
Northern European Painting and Printmaking. *Not offered in 1991-92.*

Art 330 (1)
Seminar. Renaissance Art. *Not offered in 1991-92.*

Art 332 (2)
Seminar. The Thirteenth-Century King as Patron. *Not offered in 1991-92.*

English 112 (1)
Introduction to Shakespeare

English 211
Medieval Literature. *Not offered in 1991-92.*

English 213 (1)
Chaucer

English 216 (1)
English Survey: Anglo Saxon times to the present

English 222 (1)
Renaissance Literature: An introduction to major Renaissance authors

English 223 (1)
Shakespeare Part I: The Elizabethan Period

English 224 (2)
Shakespeare Part II: The Jacobean Period

English 315 (2)
Advanced Studies in Medieval Literature. Topic for 1991-92: Beyong Canterbury: Chaucer's Dream Visions and Romances.

English 320 (2)
Literary Cross-Currents. Topic for 1991-92: The Impact of New-World Discovery on the Literature of the English Renaissance

English 324 (2)
Advanced Studies in Shakespeare. Topic for 1991-92: *Hamlet.*

English 325
Advanced Studies in Sixteenth- and Seventeenth-Century Literature. *Not offered in 1991-92.*

Extradepartmental 200 (2)
Classic Texts in Contemporary Perspective

French 212 (2)
Studies in the Middle Ages and Renaissance. *Not offered in 1991-93.*

French 312 (1)
Advanced Studies in the Middle Ages and Renaissance

History 100 (1)
Introduction to Western Civilization

History 217
The Making of European Jewry 1085-1815. *Not offered in 1991-92.*

History 219 (1)
The Jews of Spain and the Lands of Islam

History 229 (1)
Alexander the Great: Psychopath or Philosopher King?

History 230 (2)
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231
History of Rome. *Not offered in 1991-92.*

History 232 (2)
The Medieval World, 1000 to 1300

History 233 (1)
Renaissance Italy

History 238 (1)
English History: 1066 and All That

History 239 (2)
English History: Henry VIII and Elizabeth I. *Not offered in 1992-93.*

History 330 (2)
Seminar. Medieval Heroes and Heroines

History 333 (2)
Seminar. Renaissance Florence. *Not offered in 1991-92. Offered in 1992-93.*

Italian 207 (2)
Studies in Italian Renaissance Literature. *Not offered in 1991-92.*

Italian 211 (1)
Dante (in English). *Not offered in 1991-92.*

Italian 212 (2)
Literature of the Italian Renaissance (in English). *Not offered in 1991-92.*

Music 200 (1)
Design in Music

Philosophy 219 (1)
The Soul in Medieval Philosophy. *Not offered in 1991-92.*

Political Science 240 (1)
Classical and Medieval Political Theory

Religion 215 (2)
Christian Classics. *Not offered in 1991-92.*

Religion 216
History of Christian Thought: 100-1400. *Not offered in 1991-92.*

Religion 262 (1)
Formation of Islam

Religion 316 (1)
Seminar. The Virgin Mary

Religion 362 (2)
Seminar. Religion and the State in Islam

Spanish 206 (1)
Christians, Jews, and Moors: The Spirit of Spain in Its Literature

Spanish 302
Cervantes. *Not offered in 1991-92.*

Spanish 315 (1)
Seminar. Love and Desire in Spain's Early Literature. *Not offered in 1991-92.*

Music

Professor: *Jander, Zallman (Chair)*

Associate Professor: *Brody*[A]

Assistant Professor: *Fisk, Cumming, DeFotis, Pannett*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director)*

Instructor in Performing Music:
Piano: Fisk, Shapiro, Alderman, Barringer (jazz piano), Urban (keyboard skills)
Voice: O'Donnell, Hewitt-Didham
Violin: Cirillo
Viola: Gazouleas
Violoncello: Moerschel
Double Bass: Coleman
Flute: Krueger, Preble
Oboe: Gore
Clarinet: Vaverka
Bassoon: Plaster
French Horn: Gainsforth
Trumpet: Hall
Trombone: Sanders
Organ: Christie
Harp: Rupert
Guitar and Lute: Collver-Jacobson (Collegium Musicum)
Saxophone: Malone
Harpsichord and Continuo: Cleverdon
Viola da Gamba: Jeppesen
Recorder: Beardslee
Collegium Musicum Winds: Stillman
Performance Workshop: Jeppesen

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99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. *For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.*

The Staff

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100 (1) (2) Style in Music

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Mussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting. *Open to all students.*

Mr. Jander

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106 (1) Afro-American Music

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

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111 (1) (2) The Language of Music

Preparation in the primary elements of music emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. *Open to all students.*

Ms. DeFotis

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115 (1) (2) Musicianship

Thorough grounding in elements of tonal music, through practice in scales, intervals, triads, and rhythmic notation, accompanied by regular ear-training sessions. Students will apply the skills they acquire to the analysis of works from the standard repertory and will learn to compose simple four-part harmonic progressions. Normally followed by 202. Two class meetings and one 60-minute laboratory. *Open to all students who have passed the basic skills test.*

Mr. Pannett (1), Mr. Fisk (2)

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199 (1-2) Performing Music—Intermediate

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Open, by audition for a limited number of spaces, to students who are taking, have taken, or have exempted Music 115. Successful completion of an additional music course is required before credit is given for a second year of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period.

A student other than a pianist who wishes to apply for Music 199 should request detailed information concerning audition requirements for her instrument (including voice) by writing to the Chair, Department of Music. *No credit will be given for this course unless both semesters are completed satisfactorily.*

The Staff

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200 (1-2) Design in Music

A survey of music history from Gregorian chant to electronic music. Live performance when possible. 200 (1) deals with the music of the middle ages, Renaissance, and baroque (to 1750); 200 (2) deals with classical, romantic, and twentieth-century music. Emphasis on recognition of forms and styles, and on analysis of scores. One unit of credit may be given for the first semester. Three periods. *Prerequisite: 202.*

Ms. Cumming

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202 (2) Pitch Structure in Tonal Music

A continuation of 115. Concentrated study of the fundamental pitch structures of 18th- and 19th-century European music. Students will work toward fluency in species counterpoint, figured bass, and the vocal style of J. S. Bach's chorale settings. Three class meetings and one keyboard laboratory. *Prerequisite: 115.*

Mr. Pannett

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203 (2) Computer Music: Synthesis Techniques and Compositional Practice

An overview of the fundamental concepts and techniques of digital signal processing and their application to music composition and modelling. Topics include: the technology of the musical instrument frequency modulation, linear synthesis, and phase distortion; the implications of such technology for musical composition; and computational models of musical structure. Students will work extensively in the Sound and Imaging Laboratory and will be expected to produce brief compositional exercises as well as rudimentary sound synthesis programs. (2 meetings and 1 lab per week.) *Prerequisite: Music 115 or permission of the instructor. Limited to 15 students. Not offered in 1991-92.*

Mr. Brody

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205 (2) Twentieth-Century Techniques

Studies in the language and style of the concert music of our century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the concepts of musical coherence which inform the works of these composers. *Open to students who have taken or exempted Music 115. Students who can read music fluently are also invited with permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

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209 (2) Topics in Music History

Topic for 1991-92. The Classical Era: Beethoven and the Web of Culture. Analysis of such works as the "Tempest" Sonata, the "Pastoral" Symphony, the Fourth Piano Concerto, the "Choral Fantasy," and the final piano sonata (op.111) and the final string quartet (op.135) with special focus on Beethoven's subjective intentions, on the actual sources of his extra-musical ideas, and on the influence of his poetic visions on his musical forms. *Prerequisite: 100, 111, or 115 or 200. Not offered in 1992-93.*

Mr. Jander

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217 (1) Musical Genre and Styles. Topic for 1991-92: Opera. Wagner's *Ring of the Nibelung.* The *Ring* as a "Total Art Work," the greatest monument of Romanticism. As a central experience the class will meet one evening each week, first to hear the *Ring* in a performance in English, by The English National Opera; then to view the videotape of the recent production by the Metropolitan Opera. *Prerequisite: 100, 111, 115, or 200—or by permission of the instructor.*

Mr. Jander

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299 (1-2) Performing Music—Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Open by audition for a limited number of spaces, to students who have taken or exempted Music 115. One music course on the Grade II level or above must be completed for each unit of credit to be granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student auditioning for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students wishing to audition for 299 should request detailed audition requirements. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 199.*

The Staff

302 (1) Compositional Functions of Harmony

Written exercises in the techniques of harmonic expansion and prolongation, the use of common textures, melodic figuration, and classical phrase structures. The range study will include diatonic chromaticism and an exploration of developments in late 19th- century chromaticism. A keyboard laboratory will focus on through-bass realization in the baroque style. Three class meetings and one 60-minute laboratory. *Prerequisite: 202.*

Ms. Zallman, Ms. Cleverdon

306 (2) Tonal Analysis

The normal continuation of 302. Analysis of the harmonic forms of classically tonal music from D. Scarlatti to Brahms emphasizing the study of expanded binary and ternary forms: sonata, minuet and trio and theme and variations. A continuation of the keyboard laboratory in through-bass realization. Three class meetings and keyboard laboratory. *Prerequisite: 302.*

Mr. Pannett, Ms. Cleverdon

308 (2) Choral and Orchestral Conducting

Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials and projects designed according to the student's development and interest. *Prerequisite: 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor. Not offered in 1991-92.*

Ms. DeFotis

313 (2) Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Special topic for this semester: Text setting and writing for voice. Students will attend Music 205 classes and will focus on the composition of complete pieces in addition to regular class assignments. *Open to students who have taken 115 or have taken or are taking 200 or 202. Not offered in 1991-92.*

314 (2) Tonal Composition

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313. Prerequisite: 302. *Offered in 1991-92. Not offered in 1992-93.*

Ms. Zallman

317 (1) Seminar. The Baroque Era

Not offered in 1991-92.

318 (2) The Classical Era

Prerequisite: 200 and 302, or by permission of the instructor. Not offered in 1991-92.

319 (1) Seminar. The Nineteenth Century

Schumann and German Romanticism: Various analytic and cultural approaches to Robert Schumann's piano cycles, songs, chamber and orchestral works. Schumann as a literary figure. The career and music of Clara Schumann. Students in the seminar will have the opportunity to perform in a concert of Schumann's music. *Prerequisite: 200. Co-requisite: 302.*

Mr. Fisk

320 (2) Seminar. The Twentieth Century

Prerequisite: 200 and 202, or by permission of the instructor. Not offered in 1991-92.

323 (2) Seminar. Selected Topics

Topic for 1991-92: The Opera. Studies of the history, criticism, and aesthetics of opera primarily in the Italian tradition. Emphasis on compositional conventions and music's role in dramatic expression. We will study six or seven operas in depth, by composers such as Monteverdi, Handel, Mozart, and Verdi. *Prerequisite: 200 or by permission of the instructor.*

Ms. Cumming

344 (1) (2) Performing Music—A Special Program 1 or 2

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordi-

narily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

The Staff

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350 (1) (2) Research or Individual Study 1 or 2

Directed study in analysis, composition, orchestration, or the history of music. Open to qualified juniors and seniors by permission.

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360 Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Black Studies 209 (1)

Culture, Music and Society in Africa

Black Studies 210 (2)

Folk and Ritual Music of the Caribbean

Directions for Election

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work. One of these four units must be a seminar, and one must be an advanced music-writing course. Students who major in music are encouraged to explore their special areas of interest; composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills including keyboard harmony, sight reading and score reading is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

A minor in music (5 units) consists of: (A) 115 and (B) 200(2 units), 202 and (C) 1 additional unit at the 200 or 300 level.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

The music department owns 38 pianos (which include 27 Steinway grands, two Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. A

recent addition to the collection is an 18th-century Venetian viola made by Belosius.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, classical guitar, saxophone, and jazz piano.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the basic skills and exemption tests are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged $563 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged $563 for one half-hour lesson per week throughout the year and may register for 45-minute or hour lessons for an additional fee. A fee of $35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is $45. Performing music fees are payable in advance and are not refundable. Lessons in performing music begin in the first week of each semester.

Arrangements for lessons are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

Academic Credit

Credit for performing music is granted only for study at Wellesley College. As enrollment in credit study is limited, the final decision for acceptance is based on the student's audition. A faculty jury determines whether or not a student may continue with performing music for credit, and at what level. One unit of credit is granted for two semesters of study in Music 199 and 299. Two semesters of credit study in performing music must be successfully completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley music department.

The Wellesley College Choir

The Wellesley College Choir, consists of approximately 75 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week, and rehearsals are on Tuesdays and Thursdays from 6 to 8 p.m.

The Wellesley College Glee Club

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provided music at various chapel services and collaborates with the College Choir at the annual Vespers service; Auditions are held each semester during orientation week, and rehearsals are on Mondays and Wednesdays from 5 to 6:15 p.m.

The Wellesley College Chamber Singers

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in

conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals. The Chamber Singers rehearse on Tuesdays and Thursdays from 8 to 9 p.m.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a nominal fee of $35 per semester. Members of such groups are encouraged to take private instruction as well.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs.

The Wellesley College Philharmonic

The Wellesley College Philharmonic is a small symphony orchestra with a membership of approximately 40-50 musicians from Wellesley, MIT, and other surrounding college communities. Selection for membership is based on auditions in the Fall and Spring semesters. The group is directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

Jazz Workshop

Faculty directed sessions are scheduled throughout the year giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

Prism Jazz

Prism Jazz is a faculty-directed big band which gives students the opportunity to improvise in mainstream Jazz literature. The group consists of approximately fifteen students and gives two concerts per year.

The MIT Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Peace Studies

AN INDIVIDUAL MAJOR

Directors: *Acosta*, *Shimony*[A], *Wasserspring*

Wellesley College offers an active program designed to acquaint students with current issues and events essential to the maintenance of peace. A major in Peace Studies may be designed according to the provision of the Individual Major option. See p. 55. In addition to lectures, workshops, symposia, and internships, the College offers one course which is specifically sponsored by the Peace Studies Program:

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259 (2) (B^2) Peace and Conflict Resolution

Topic for 1991-92: Human Rights, Peace, and Popular Mobilization in Latin America. This course will study the emergence in the past decade of grass-root movements throughout Latin America in support of peace and human rights. It will begin with a general examination of issues of peace and justice and then concentrate upon Latin America, where there is a history of abuses of human rights by military dictators and economic oligarchies. The main focus of the course will be on the attempt, via popular participation, to ensure respect for human rights in the region. Specific country case studies of popular mobilization in defense of human rights will be examined. *Open to all students.*

Ms. Acosta

In addition to this course, the offerings listed below are representative of other courses in the College which emphasize topics related to peace and conflict resolution.

Anthropology 200 (1)
Current Issues in Anthropology. *Not offered in 1991-92.*

Anthropology 210 (2)
Racism, Ethnic Conflict in the United States and the Third World. *Not offered 1991-92.*

Anthropology 212 (1)
The Anthropology of Law and Justice. *Not offered in 1991-92.*

Anthropology 234 (2)
Urban Poverty. *Not offered in 1991-92.*

Anthropology 244 (1)
Societies and Cultures of the Middle East

Anthropology 246 (2)
Societies and Cultures of Central America and the Caribbean. *Not offered in 1991-92.*

Anthropology 248 (2)
African Cultures in Modern Perspective. *Not offered in 1991-92.*

Anthropology 275 (1)
Technology and Society in Third World. *Not offered in 1991-92.*

Anthropology 346 (1)
Colonialism, Development and Nationalism: The Nation State and Traditional Society. *Not offered in 1991-92.*

Black Studies 205 (1)
The Politics of Race Domination in South Africa

History 263 (1)
South Africa in Historical Perspective. *Not offered in 1991-92.*

History 265 (1)
History of Modern Africa

History 284 (2)
The Middle East in Modern History

History 311 (2)
1968: The Terrible Year. *Not offered in 1991-92.*

Political Science 221 (1) (2)
World Politics

Political Science 305 (1)
The Military in Politics

Political Science 306 (1)
Seminar. Revolutions in the Modern World

Political Science 307 (2)
Gender, Culture and Political Change

Political Science 322 (2)
The Soviet Union in World Politics

Political Science 323 (1)
The Politics of Economic Interdependence

Political Science 324 (2)
International Security

Political Science 326 (2)
International Politics in the Middle East. *Not offered in 1991-92.*

Political Science 327 (2)
International Organization

Political Science 328 (1)
Problems in East-West Relations

Political Science 329 (2)
International Law. *Not offered in 1991-92.*

Political Science 330 (2)
Seminar. Negotiation and Bargaining

Political Science 331 (1)
Seminar. The Politics of the World Food System. *Not offered in 1991-92.*

Political Science 345 (2)
Seminar. Human Rights. *Not offered in 1991-92.*

Political Science 348 (1)
Seminar. Problems in North-South Relations. *Not offered in 1991-92.*

Religion 226 (1)
Liberation Theology

Religion 230 (2)
Ethics

Religion 257
Contemplation and Action. *Not offered in 1991-92.*

Religion 340 (2)
Seminar. The Holocaust

Sociology 338 (1)
Seminar. Social Organization of Law

Spanish 253 (1)
The Writer and Human Rights in Latin America. *Not offered in 1991-92.*

Women's Studies 220 (1)
Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third World

Philosophy

Professor: *Chaplin*[A], *Congleton, Flanagan, Menkiti*[A], *Piper, Putnam (Chair), Stadler, Winkler*

Visiting Professor: *Wong*

Assistant Professor: *McIntyre*[A]

Instructor: *Galloway*

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101 (2) Introduction to Philosophy: Plato and Aristotle

An introduction to philosophy through the works of Plato and Aristotle. The course will explore a wide range of topics in metaphysics, theory of knowledge, political philosophy, and ethics. Particular emphasis will be placed on the early and middle dialogues of Plato, where Socrates is the central figure. Some consideration of followers and critics from Plotinus in late antiquity to feminist/womanist scholars of today. *Open to all students.*

Ms. Congleton

Philosophy 101A/Writing 125C (1) Introduction to Philosophy: Plato and Aristotle

See Philosophy 101 for course description. Emphasis on development of writing skills. Open to all first year students, this course satisfies both the Writing 125 requirement and counts as a unit for the Group B distribution requirement and the Philosophy major. Includes a third session each week. *Open only to first year students.*

Ms. Congleton

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106 (1) (2) Introduction to Moral Philosophy

A study of the central issues in moral philosophy from Plato to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy. *Open to all students.*

Ms. Piper, Mrs. Stadler, Mr. Winkler

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200 (1) (2) Modern Sources of Contemporary Philosophy

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the seventeenth century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy. *Open to all students.*

Mrs. Putnam, Mr. Winkler

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202 Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to seniors and juniors without prerequisite and to sophomores who have taken one other course in philosophy or by permission of the instructor. Not offered in 1991-92.*

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203 (1) Philosophy of Art

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. *Open to first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.*

Mrs. Stadler

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204 Philosophy and Literature

This course examines the treatment of time, deliberation, love, and freedom in some selected works. Examined also will be the treatment of individual and social ideals, self- knowledge and self-identity, loyalty and commitment to self and others, and the problem of value revision. The course will end with some general discussion of how literature means—how to untangle the truth in fiction and the fiction in truth. *Open to seniors, juniors and sophomores. Not open to first year students. Not offered in 1991-92.*

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205 (1) Chinese Philosophy

Introductory study in English translation to the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical

visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe. *Prerequisite: 101 or 106 or 200.*

Mr. Wong

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207 (2) Philosophy of Language

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky. *Prerequisite: same as for 203.*

Mr. Galloway

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213 (2) Social and Political Philosophy

An examination of some key issues in social and political philosophy. We will explore such topics as the relationship between the individual and the community, the moral legitimacy of group rules, the responsibilities of persons in their roles, and obligations between generations. Also examined will be the bases of political authority, the scope of political obligation and the ends which political institutions ought to pursue. *Open to sophomores, juniors, and seniors without prerequisite. Not open to students who have taken 209 or 210.*

Mrs. Putnam

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214 (1) Metaethics

How do we decide which moral theory to accept? Moral philosophers try to convince us through rational argument that their theories are objectively the right ones. We will examine four such attempts—Brandt's, Nagel's, Gewirth's, and Rawls', and evaluate their justificatory successes and failures. *Prerequisite: 106 or another course in ethical theory.*

Ms. Piper

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215 (2) Philosophy of Mind

Topics include the mind-body relation; free will/determinism; knowledge of one's own mind and other minds; reductionism; philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. *Open to sophomores, juniors, and seniors.*

Mr. Flanagan

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216 (1) (2) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. *Open to all students.*

Mr. Galloway, Mr. Winkler

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217 (1) Philosophy of Science

An introduction to contemporary philosophy of science, concentrating on three issues: (a) What is the relation between theory and evidence in science? (b) What makes a scientific theory good? Is predictive success sufficient, or is literal truth also required? (c) Is science uniquely rational, or do non-scientific methods of belief formation have an equal claim to rationality? *Open to sophomores, juniors, and seniors.*

Mr. Galloway

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219 The Soul in Medieval Philosophy

A study of selected theories of the soul in the middle ages, including those of Augustine, Averroes, and especially Thomas Aquinas. Emphasis will be on how these theories reflect the influence of Plato and Aristotle. Among the topics to be discussed are how the souls of animals and humans differ and how this difference is related to the presence of language, science, morality, and artistic production in humans. *Open to sophomores, juniors, and seniors.*

Not offered in 1991-92.

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222 American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers. *Prerequisite: 200 or American Studies 315 or by permission of the instructor. Not offered in 1991-92.*

223 (1) Phenomenology and Existentialism

Central themes in contemporary European philosophy with special emphasis on the contributions of Sören Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.*

Mrs. Stadler

227 (2) Philosophy and Feminism

Selected topics in feminist/womanist discussions in ethics, political theory and theory of knowledge. Examples include challenges to traditional liberal political theory in such topics as affirmative action and pornography and challenges to traditional theory of knowledge in such topics as gender difference and philosophy of science. *Open to all students without prerequisite.*

Ms. Congleton

249 Medical Ethics

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia. *Prerequisite: same as for 203. Not offered in 1991-92. Offered in 1992-93.*

300 (1) (2) Seminar in Modern Philosophy

Topic for Semester One: Wittgenstein. Intensive study of three works by Ludwig Wittgenstein: *Tractatus Logico-Philosophicus, Philosophical Investigations*, and *On Certainty*. Collateral reading in Bertrand Russell and G. E. Moore. Some consideration of Wittgenstein's influence on recent work in philosophy of language, philosophy of mind, and theory of knowledge. *Prerequisite: 200.*

Mr. Winkler

Topic for Semester Two: Kant. Intensive study of Kant's moral philosophy, including the *Groundwork of the Metaphysic of Morals, Critique of Practical Reason, Doctrine of Virtue, and Religion Within the Limits of Reason Alone. Prerequisite: 106, familiarity with Kant's* Critique of Pure Reason.

Ms. Piper

310 (1) Seminar in Ancient Philosophy

Topic for 1991-92: Aristotle. Intensive study of the works of Plato or the works of Aristotle (offered in alternate years). *Prerequisite: 101 or Greek 201 or by permission of the instructor.*

Ms. Congleton

313 Seminar in Advanced Topics in Metaphysics and Epistemology

Not offered in 1991-92.

326 Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. *Open to juniors and seniors, or by permission of the instructor. Not offered in 1991-92.*

330 (2) Seminar in Advanced Topics in Aesthetics

Topic for 1991-92: Problems in Twentieth-Century Art and Philosophy. Critical discussion of twelve philosophical issues raised by recent developments in the arts of the twentieth century. Equal emphasis on the presuppositions implicit in artistic statements and critical debates. Comparison between East and West if time permits. *Prerequisite: 203 or another course in philosophy approved by the instructor. Not open to students who have taken 328.*

Mrs. Stadler

340 (1) (2) Seminar in Contemporary Ethical and Political Theory

Topic for Semester One: Reasons to be Moral. Readings from major contemporary philosophers on three subjects: 1) the content of morality, with emphasis on utilitarian and contractarian theories of what our most basic moral principles ought to be; 2) what reasons can be given to people for being moral, and whether these reasons must presuppose that they have certain kinds of desires and interests; and 3) the objectivity of morality, including the question of whether there are moral principles that are true across different cultures. *Prerequisite: 106 or another course in ethical theory.*

Mr. Wong

Topic for Semester Two: Ethics and Psychology. A discussion of the relation between ethical theory and psychology. Major questions include: How, if at all, does psychology matter to moral philosophy? How psychologically realistic should a normative ethical theory be? Is there one ideal type of moral personality or are there many? What sorts of psychological apparatus and motivational structure do different ethical theories presuppose for their realization? *Prerequisite: Philosophy 106 or another course in moral philosophy.*

Mr. Flanagan

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345 Seminar: Advanced Topics in Philosophy of Psychology and Social Science

Prerequisite: Philosophy 215 or Psychology 330. Not offered in 1991-92. Offered in 1992-93.

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349 Seminar: Selected Topics in Philosophy

Topic for Semester Two: Topics in the Foundations of Mathematics.

This seminar provides an introduction to contemporary philosophy of mathematics. Topics to be covered will include: the nature of mathematical knowledge, the relationship of mathematics to logic and to natural science, mathematical intuition, the existence and character of mathematical objects, the Gödel incompleteness theorems and their philosophical implications. Nothing beyond high school mathematics is initially required—we will learn the rest of what we need as we go along. *Prerequisite: 216, or permission of instructor.*

Mr. Galloway

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350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

For Credit

Education 102 (2) (B[1])

Education in Philosophical Perspective

Directions for Election

A major in philosophy consists of eight courses. Philosophy majors are expected to elect at least two courses from each of the following three areas. Under changes that went into effect in 1989-90, several of the courses listed below have been dropped from the curriculum, e.g., 212, 217, 220; or have been consolidated into one course, e.g., 209/210 has been consolidated as 213; or have been consolidated under descriptions in which topics will vary from year to year, e.g., 311/312 is now 310 but will alternate, just as 311 and 312 did, between Plato and Aristotle. Likewise, 314 and 336 are now consolidated under 313 with topics changing annually; 338 and 339 are consolidated under 340, as are the former 328 and 329 under 330. Departmental distribution requirements have not changed. Courses no longer offered will continue to satisfy distribution requirements for students who have already taken them. Furthermore, students may take consolidated courses with the same numbers so long as the topics have changed (the different topic will be clearly indicated in the bulletin and on the transcript). Until all students who have studied under the unrevised curriculum have graduated, students will have to pay attention to the content of their courses as well as their numbers in making sure they satisfy departmental distribution requirements. Faculty members will be happy to clarify any ambiguities.

The following constitute the departmental distribution requirements:

A. *Historical*: 101, 200, 202, 212, 219, 220, 221, 222, 223, 300, 302, 303, 310, 311, 312, 349 (where topic is appropriate). B. *Value Theory*: 106, 202, 203, 204, 205, 209, 210, 211, 212, 213, 214, 227, 249, 326, 328, 329, 330, 338, 339, 340, 347, 349 (where topic is appropriate). C. *Metaphysics and Theory of Knowledge*: 202, 205, 207, 215, 216, 217, 218, 220, 313, 314, 327, 336, 345, 348, 349 (where topic is appropriate).

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy. Students planning graduate work in philosophy should acquire a reading knowledge of Latin, Greek, French, or German.

A minor in philosophy (five courses) consists of: (A) 200, and (B) one course at the 300 level, and (C) three additional courses, at least two of them above the 100 level.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester

project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis- Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and Wellesley will be exchanging faculty on a regular basis to enhance the curricular offerings at each institution. Professor David Wong will visit from Brandeis in the fall and teach 205 Chinese Philosophy and 340 Seminar in Contemporary Ethical and Political Theory: Reasons to be Moral.

Physical Education and Athletics

Professor: *O'Neal (Chair/Athletic Director), Batchelder, Vaughan*

Associate Professor: *Cochran*

Assistant Professor: *Bauman, Campbell, Daggett, Dale, Dix, Paul*

Instructor: *Babington, Choate, Craig, Hansa, Hartwell, Hershkowitz, Katz, Medeiros, Normandeau, Sharpe, Weaver, Williams, Williamson, Woods, Worth*

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121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four terms, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each term, but certain activities give 3 or more credit points. Several activities are divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook, and is distributed to each student prior to fall registration. The total program of activities offered in 1991-92 in very general terms follows.

(1) Scheduled throughout the first semester
Ballet
Dance, Performance Workshop
Jazz
Modern Dance
SCUBA
Self-defense
Yoga

Term 1. Scheduled in first half of first semester
Aquatic Activities
Archery
Canoeing
Crew
Cycling
Fencing
Fitness Walking
Golf
Horseback Riding
Running

Sailing
Squash
Stretch and Strengthen Plus
Tennis
Volleyball
Wellness

Term 2. Scheduled in second half of first semester
Aerobics
Aqua-robics
Aquatic Activities
Archery
Badminton
Basketball
CPR and First Aid
Ethnic Dance
Fencing
Horseback Riding
Lacrosse
Racquetball
Running
Squash
Stretch and Strengthen Plus
Tennis
Wellness

Wintersession
Lifeguard Training

(2) Scheduled throughout the second semester
Ballet
Golf
Jazz
Modern Dance
SCUBA
Self-defense
WSI
Yoga

Term 3. Scheduled in first half of second semester
Aerobics
Aquatic Activities
Badminton
Downhill Skiing
Ethnic Dance
Fencing
Fitness Walking
Horseback Riding
Racquetball
Squash
Stretch and Strengthen Plus
Tennis
Wellness

Term 4. Scheduled in second half of second semester
Aqua-robics
Archery
Canoeing
CPR and First Aid
Crew
Cross-training
Golf
Horseback Riding
Running
Sailing
Squash
Stretch and Strengthen Plus
Tennis
Volleyball
Wellness

Physical Education and Athletics (Academic Credit) 205 (2) Sports Medicine

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only. *Open to all students.*

Ms. Bauman

Intercollegiate Program

There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:
Basketball
Crew
Cross-country Running
Fencing
Field Hockey
Lacrosse
Soccer
Squash
Swimming and Diving
Tennis
Volleyball

Directions for Election

Each student is expected to complete a minimum of two terms a year until Physical Education 121 is completed. A student may elect a term or semester course, two courses concurrently, or may choose not to elect a course during some terms.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge

of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the Department and the College Health Services. Upon recommendation of a College physician and permission of the Department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. College faculty and staff may elect activities with permission of the Department.

Physics

Professor: *Fleming, Brown, Ducas (Chair)*

Associate Professor: *Quivers, Berg*

Assistant Professor: *Stark, Hu*

Laboratory Instructor: *Bauer, Wardell, O'Neill*

All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

100 (2) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Ms. Brown

101 (1) Frontiers of Physics

An overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Mr. Berg

102 (2) Musical Acoustics with Laboratory

Same description as 100 except the course is offered with laboratory in alternate weeks and the students will not write a term paper. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Ms. Brown

103 (1) Physics of Whales and Porpoises

An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Laborato-

ries and field trip. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1991-92.*

Mr. Ducas

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104 (1) Basic Concepts in Physics I with Laboratory

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meeting weekly. *Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission. May not be taken in addition to 107. Prerequisite or corequisite: Mathematics 115 or 120.*

Ms. Brown

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106 (2) Basic Concepts in Physics II with Laboratory

Wave phenomena, electricity and magnetism, light and optics. Discussion meeting weekly. 106 is normally a terminal course. *Prerequisite: 104 and Mathematics 115 or 120.*

Mr. Quivers

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107 (1) (2) Introductory Physics I with Laboratory

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, thermodynamics and gravitation. Discussion meeting weekly. *Open to students who offer physics for admission. May not be taken in addition to 104. Prerequisite: Mathematics 115 or 120.*

Ms. Fleming (1), Ms. Hu (2)

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108 (1) (2) Introductory Physics II with Laboratory

Wave phenomena, electricity and magnetism, light and optics. Discussion meeting weekly. *Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116 or 120.*

Ms. Hu (1), Mr. Stark (2)

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202 (1) Modern Physics with Laboratory

Basic principles of quantum theory and of atomic and nuclear structure. Introduction to thermodynamics and statistical mechanics. Not open to students who have taken [204]. *Prerequisite: 108 or permission of the instructor and Mathematics 116 or 120.*

Mr. Quivers

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203 (2) Vibrations, Waves, and Special Relativity with Laboratory

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity. *Prerequisite: 108 or permission of the instructor, Mathematics 116 or 120 and Extradepartmental 216. Some computer programming experience is recommended.*

Mr. Berg

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219 (2) Modern Electronics Laboratory

Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a microcomputer based on a 68000 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments. *Prerequisites: Physics 106 or 108 or permission of instructor.*

Mr. Stark

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222 (1) Medical Physics

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (CAT scans, ultrasound, etc.) and lasers in medicine. *Prerequisite: 106, or 108, and Mathematics 115 or 120, or by permission of the instructor.*

Mr. Ducas

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302 (1) Quantum Mechanics

Interpretative postulates of quantum mechanics, solutions to the Schroedinger equation, operator theory, perturbation theory, scattering, matrices. Not open to students who have taken [321]. *Prerequisite: 202 or [204], 203 and Extradepartmental 216.*

Mr. Stark

305 (2) Thermodynamics and Statistical Mechanics

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory. *Prerequisite: 202 or [204] or permission of the instructor and Extradepartmental 216.*

Mr. Quivers

306 (1) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite: 203 and Extradepartmental 216 or permission of the instructor.*

Mr. Berg

314 (2) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. *Prerequisite: 108 and Extradepartmental 216.*

Ms. Brown

349 (2) Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the WKB method will be developed. Applications to problems in atomic, molecular, and solid-state physics, as well as basic non-linear optics, will be discussed. One lecture and one laboratory per week. *Prerequisite: Physics 302 or [321] or Chemistry 333, or by permission of the instructor.*

Mr. Berg

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

For Credit

Extradepartmental 216 (1) (C)

Mathematics for the Physical Sciences

Directions for Election

A major in physics should ordinarily include 108, 202 or [204], 203, 302 or [321], 305, 306 and 314. Extradepartmental 216 or Mathematics 209 is an additional requirement. 349 is strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (6 units) consists of: 104 or 107, 108, 202 or [204], 203, (or another unit at the 300 level), 302 or [321] (or another unit at the 300 level), and Extradepartmental 216. 350 cannot be counted as a 300 level unit.

Some graduate schools require a reading knowledge of French, German or Russian.

Exemption Examination

An examination for exemption from Physics 108 is offered to students who present one admission unit in Physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

Political Science

Professor: *Miller, Schechter, Rich, Stettner, Keohane, Just*[A2], *Marshall, Paarlberg (Chair), Krieger*

Associate Professor: *Joseph, Murphy*[A]

Assistant Professor: *Lih, Drucker, Rao*[A], *Entmacher, Wang*

Instructor: *Robles, Kamsler*

Lecturer: *Wasserspring, Leymaster*

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101 (1) (2) Introduction to Politics

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems in leadership, economic development, and social inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Aristotle, Madison, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science. *Open to all students.*

The Staff

Comparative Politics

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204 (1) Political Economy of Development and Underdevelopment

An analysis of the national and international contexts of political and economic problems in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism and economic dependency, nationalism, nation-building, and political change, rural development, technology transfer, population control, and the role of women in developing countries. *Prerequisite: one unit in political science, economics, or European or Third World history; open to juniors and seniors without prerequisite.*

Mr. Joseph

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205 (2) Politics of Western Europe

A comparative study of European states and societies. With primary emphasis on Germany, Britain, and France, the course will focus on the capacities of political systems to adapt to new economic challenges and the agenda of European integration advanced by the European Community. Readings and discussion will emphasize the institutional principles of modern states, the rise and decline of the post-war settlement and class-based politics, and emergent developments including the politicization of race and the resurgence of xenophobic movements. *Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.*

Mr. Krieger

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206 (1) Politics of the Soviet Union and Eastern Europe

Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism- Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe. *Prerequisite: one unit in political science or Russian language and/or history.*

Mr. Lih

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207 (2) Politics of Latin America

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador. *Prerequisite: one unit in political science; by permission of the instructor to other qualified students.*

Ms. Wasserspring

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209 (2) African Politics

A comparison of the response of different Sub-Saharan African societies and states to the economic, environmental, and security crises of the 1980's. Consideration of the contrasting prescriptions offered by the Organization for African Unity, the United Nations, and the World Bank, along with the perspectives of different domestic interest groups. *Prerequisite: one unit in political science; by permission to other qualified students. Not offered in 1991-92.*

Mr. Murphy

214 (1) Politics of Race and Ethnicity

An examination of political movements, government bureaucracies, militaries and legislatures from the vantage point of racial and ethnic communities. Analysis of both groups in power and those distant from power through case studies of such countries as Fiji, Canada, South Africa, the United States, the USSR, and Sri Lanka. *Prerequisite: one unit in political science. Not offered in 1991-92.*

Ms. Rao

239 (2) Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning versus the market; the political issues to be considered include ideology, authoritarianism, democratization, and the role of the state. The course emphasizes the lessons for economic growth, social equality, and political change provided by the East Asian experience. This is the same course as Economics 239. Students may register for either Political Science 239 or Economics 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Political Science 239C). *Prerequisite: Economics 101 or 102 or by permisison of the instructors.*

Mr. Joseph and Mr. Lindauer

302 (2) Seminar. Communist Parties and Socialist Societies

An examination of the experience of countries in Europe, Asia, Latin America, and Africa that have been or still are governed by a communist party. Topics to be considered include: the meaning of socialism and communism; how communist parties come to power—and how they lose pwoer; party ideology and organization; equality and inequality in socialist systems; economic planning and economic reform; women in socialist societies; and the future of communism. Special attention will be given to recent events such as the collapse of communist regimes in Eastern Europe and the suppression of the democracy movement in China. *Prerequisite: one course dealing with the politics, economics, history, or philosophy of socialism/communism. Enrollment limited: apply in writing to the instructor.*

Mr. Joseph

303 (1) The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.*

Mr. Krieger

304 (2) Seminar. Studies in Political Leadership

A comparative study of the role of political leaders in defining choices and mobilizing support using a variety of conceptual approaches. Review of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports. *Prerequisite: one Grade II unit in international relations, American or comparative politics, or by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1991-92.*

Mr. Lih

305 (1) Seminar. The Military in Politics

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies of the United States, Brazil, Peru, Nigeria, Ghana, Egypt. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Wasserspring

306 (1) Seminar. Revolutions in the Modern World

A comparative analysis of the theory and practice of revolutions in the 20th century. Topics include: the meaning and causes of revolution;

revolutionary leadership; why people join revolutionary movements; strategies of revolution and counterrevolution; and U.S. policy towards revolutionary movements and regimes. Case studies will include Russia, China, Vietnam, Nicaragua, Iran, and Chile among others. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Joseph

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307 (2) Gender, Culture and Political Change

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World. *Prerequisite: either 204, 206, 207, 208, or 209, or by permission of the instructor.*

Ms. Wasserspring

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308 (2) Seminar. Divided Consciousness: Nonwestern Intellectuals Confront the West

The concept of "the west" as a separate entity was mainly developed by thinkers standing outside the west who wanted to understand its impact on the world and on their own society. For over a century, these writers—ranging from Mahatma Gandhi to Aleksandr Solzhenitsyn—have struggled with issues that remain central today: national identity versus global culture, independent versus dependent development, "modernization" versus "westernization". In examining these issues, the seminar will rely as much as possible on writings by nonwestern intellectuals themselves, including novels and poetry as well as political analysis. *Open to juniors and seniors with permission of the instructor.*

Mr. Lih

American Politics and Law

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200 (1) (2) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. *Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.*

Mr. Schechter, Ms. Marshall, Mr. Rich, Ms. Drucker

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210 (1) Political Participation

The impact of voters, pressure groups, political parties and elections on American politics. Students will engage in participant observation in an election campaign or interest group. The decline of political parties and the rise of the media will be explored in the context of American elections. *Prerequisite: one unit in political science or by permission of the instructor. Not offered in 1991-92.*

Ms. Just

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212 (2) Urban Politics

Introduction to contemporary urban politics. Study of policy-making and evaluation in the areas of education, transportation, housing, welfare, budgeting and taxation. Consideration of population shifts, regional problems, and the impact of federal policy on urban planning. *Prerequisite: one unit in political science or economics or American studies.*

Mr. Rich

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215 (1) (2) Law and the Administration of Justice

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change. *Prerequisite: 200 or by permission of the instructor.*

Ms. Entmacher

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311 (1) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the

powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue. *Prerequisite: one unit in American legal studies, or by permission of the instructor.*

Mr. Schechter

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312 (2) The Criminal Justice System

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice. *Prerequisite: 215 or 311 or by permission of the instructor.*

Mr. Leymaster

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313 (2) American Presidential Politics

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. *Prerequisite: 200 or 210 or by permission of the instructor. Not offered in 1991-92.*

Ms. Drucker

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314 (1) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking. *Prerequisite: 200 or 210 or by permission of the instructor.*

Ms. Drucker

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315 (2) Public Policy and Analysis

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement. *Prerequisite: 200 or 210 or by permission of the instructor.*

Mr. Rich

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316 (1) Mass Media and Public Opinion

Examination of the role of mass media and public opinion in American democracy. Study of American political culture, popular participation, and performance. Evaluation of the role of mass media in shaping public opinion, with special emphasis on the presidential election campaign. Discussion will focus on the organization of news-gathering, behavior and values of journalists, news production, problems of the First Amendment, reporting international affairs, and the impact of new technologies. *Prerequisite: 200, or 210, or by permission of the instructor.*

Ms. Just

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317 (2) The Politics of Health Care

The effects of politics and law on health care in the United States. Examination of the allocation of health care including the debate over national health insurance and the implications of an increasing elderly population. Analysis of the political, legal, and ethical issues posed by new medical technologies. *Prerequisite: same as for 311.*

Ms. Entmacher

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318 (1) Seminar. Conservatism and Liberalism in Contemporary American Politics

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Schechter

320 (2) Seminar. Inequality and the Law

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. *Prerequisite: one unit in American legal studies and by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1991-92.*

Mr. Schechter

333 (2) Seminar. Ethics and Politics

An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard. *Prerequisite: one Grade 11 unit in American politics. Enrollment limited; apply in writing to instructor. Not offered in 1991-92.*

Ms. Just

334 (2) Seminar. Presidential-Congressional Relations

Study of the formal and informal relationships between the President and Congress. Analysis of such topics as: constitutional sources of presidential-congressional tension, legal and political limits to presidential and congressional power, the overlapping functions of the executive and legislative branches, the electoral connection or competition between these two branches, and conflicts in domestic and foreign policy-making. *Prerequisite: Political Science 200 required; 313 or 314 recommended or another 300 level course in American Politics and Law and permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Drucker

335 (2) Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied. *Prerequisite: One unit in American legal studies and permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Schechter

336 (1) Seminar. Women, the Family and the State

Analysis of the development and evolution of public policies toward the family, and their relationship to changing assumptions about "women's place." Consideration of policies toward marriage and divorce; domestic violence; nontraditional families; family planning; the care and support of children; and public welfare. *Prerequisite: one unit in American politics, 215 or 311, and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Entmacher

337 (1) Seminar. The Politics of Minority Groups in the United States

An examination of officeholding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Mormons, Arabs, Asians, Central and South Americans. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Rich

International Relations

221 (1) (2) World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Prerequisite: one unit in history or political science.*

Miss Miller, Mr. Robles

222 Comparative Foreign Policies

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between rich and poor, and strong and weak countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings. *Prerequisite: one unit in international relations or comparative politics. Not offered in 1991-92.*

321 (1) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects. *Prerequisite: one unit in international relations or by permission of the instructor.*

Miss Miller

322 (2) The Soviet Union in World Politics

An examination of Soviet foreign policy since 1917. Attention will be given to ideological, geopolitical, economic, and domestic sources of foreign policy behavior. Soviet policy toward the Western nations, developing nations, and other communist countries will be treated. *Prerequisite: one unit in international relations, 206, or by permission of the instructor.*

Mr. Lih

323 (1) The Politics of Economic Interdependence

A review of the politics of international economic relations, including trade, money, and multinational investment, among rich and poor countries and between East and West. Global issues discussed will include food, population, energy, environment and poor country demands for a New International Economic Order. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Paarlberg

324 (2) International Security

War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, and arms control. *Prerequisite: one unit in international relations or permission of the instructor.*

Mr. Paarlberg

326 (2) International Politics in the Middle East

An examination of the world historical processes that account for the enduring problems of interstate conflict, political stability, and economic development in Middle Eastern politics. Consideration of how state-society relations operate as obstacles or aids to conflict resolution and regional integration. Topics to be covered include: European expansion and the creation of the modern Middle Eastern state system; the problem of post- colonial development and stability; Zionism; pan-Arabism; and the future Arab state system. *Prerequisite: same as for 321. Not offered in 1991-1992.*

327 (2) International Organization

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Robles

328 (1) The Politics of East-West Relations

An exploration of contentious issues in relations between the superpowers and their allies. Stress on diverse approaches to such questions as defense, arms control, human rights, intervention in third-world conflicts, trade and technology transfer, scientific and cultural exchanges, the role of China in world affairs, and political change in Central Europe. *Prerequisite: one unit in international relations or by permission of the instructor.*

Miss Miller

329 (2) International Law

The nature and functions of international law in contemporary international society. Study of basic principles of state sovereignty, jurisdiction and recognition will provide a basis for charting the development of international law in respect of the regulation of conflict, ocean and outer space, human rights and the control of terrorism.

Problems of law-making and law-observance will be illustrated by case-studies drawn from recent state practice. *Prerequisite: one unit in international relations, or by permission of the instructor. Not offered in 1991-92.*

330 (2) Seminar. Negotiation and Bargaining

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies. *Prerequisite: one unit in international relations and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Miss Miller

331 Seminar. The Politics of the World Food System

How politics shapes world food production, consumption, and trade. The seminar will include an examination of national food and food trade policies in rich and poor countries. Particular stress will be placed on the experience of India, the Soviet Union, and the United States. Also, an examination of the role of international agribusiness and private food trading companies, and of international organizations managing food trade and food assistance. Finally, an investigation of the use of food as a diplomatic weapon. *Prerequisite: one unit in international relations or comparative politics. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1991-92.*

339 (1) Seminar. Theories of Development and Underdevelopment

Humankind has for some time now possessed the scientific and technological means to combat the scourge of poverty. The purpose of this seminar will be to acquaint students with contending theories of development and underdevelopment, emphasizing the open and contested nature of both the processes involved and the field of study itself. Among the topics to be taken up are modernization theory; the challenge to modernization posed by dependency and world systems theories; and more recent approaches centered on the concepts of basic needs and of sustainable development. *Prerequisite: one unit of international relations or comparative politics. Open to juniors and seniors by permission of the instructor.*

Mr. Robles

348 (1) Seminar. Problems in North-South Relations

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. *Prerequisite: one unit in international relations or permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1991-92.*

Mr. Murphy

Political Theory and Methods

240 (1) Classical and Medieval Political Theory

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

241 (2) Modern Political Theory

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

242 (1) Contemporary Political Theory

Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neoconservative, and democratic theories. Attention will be paid to theoretically grounded ap-approaches to political inquiry, including functionalism, structuralism, and post-modernist theory. *Prerequisite: one unit in political theory,*

or social theory, or political philosophy; or by permission of the instructor.

Mr. Krieger

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245 (2) Issues in Political Theory

Study of the theoretical dimensions of selected political issues, such as the limits of obedience to government (exploring such concepts as obligation, civil disobedience, and revolution), arguments for and against democracy, the morality of war, and diverse understandings of concepts such as freedom, rights, equality and justice. Readings primarily from contemporary sources. *Prerequisite: one unit in political science, philosophy or history, or by permission of the instructor.*

Ms. Kamsler

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249 (2) Political Science Laboratory

The role of empirical data in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation, tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required. *Prerequisite: one Grade II unit in political science or by permission of the instructor.*

Ms. Drucker.

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340 (2) American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. *Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor.*

Mr. Stettner

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342 (2) Marxist Political Theory

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics and Lenin's theory of the state, political power, and the problems of socialist transition. Study of contemporary Marxist theory will emphasize issues of class, race and gender. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

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344 (1) Feminist Political Theory

Examination of 19th and 20th-century feminist theory with focus on contemporary debates. The feminist critique of liberalism and socialism will introduce discussion of issues such as methodology, gender differences, race and sexuality. Authors read will include Mill, Marx, Engels, and the contemporary theorists Alison Jaggar, Sandra Harding, Carol Gilligan and Catharine MacKinnon. *Prerequisite: one Grade II unit in political theory, philosophy, or women's studies.*

Ms. Kamsler

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345 (2) Seminar. Human Rights

Examination of the development of the human rights tradition in the West, and its critique from non-Western perspectives. Authors read will include Hobbes, Locke, Rousseau, Mill and Marx. Consideration of contemporary issues including anticolonialism, feminism, and economic rights versus political rights, and transnational rights and responsibilities. *Prerequisite: one Grade II unit in political theory, philosophy or by permission of instructor. Enrollment limited; apply in writing to instructor. Not offered in 1991-92.*

Ms. Rao

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346 (2) Seminar. Critical Theory

An examination of a tradition within twentieth century political theory which derives from Marx's critique of political economy and develops insights concerning psychoanalysis, law and social change, the family, the philosophy of history, music theory, and culture. Authors read will include Horkheimer, Adorno, Marcuse, Kirchheimer, and Neumann. *Prerequisite: one Grade II unit in political theory, philosophy, or modern European history. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1991-92.*

Mr. Krieger

349 (1) Seminar. Liberalism

Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson, and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T.H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as F.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers. *Prerequisite: one Grade II unit in political theory, or by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Stettner

350 (1) (2) Research or Individual Study 1 or 2

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. *Open to juniors and seniors by permission.*

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Black Studies 205 (1)

The Politics of Black Domination in South Africa

Black Studies 215 (1)

Introduction to Afro-American Politics

Black Studies 318 (2)

Seminar. Women and the Quest for Modernization and Liberation

Directions for Election

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Political Science 101, which provides an introduction to the discipline, is strongly recommended for first year students or sophomores who are considering majoring in Political Science.

In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own. A major in Political Science consists of at least 8 units.

Recommended first courses in the four subfields are: in Comparative Politics: 204 or 205; in American Politics and Law: 200; in International Relations: 221; in Political Theory and Methods: 240, 241 or 245.

In addition to the distribution requirement, the Department requires all majors to do advanced work in at least two of the four sub-fields. The minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. *Admission to department seminars is by written application only. Seminar applications may be obtained in the Department office.* Majors should begin applying for seminars in the first semester of their junior year, in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required Grade III courses. While units of credit taken at other institutions may be used to fulfill up to two of the four distribution units, the Grade III units required for a minimum major must be taken at Wellesley.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program or the Los Angeles Urban Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Majors considering going to graduate school for a Ph.D. in Political Science should discuss with their advisors the desirability of including quantitative methods, along with appropriate foreign language preparation.

Psychobiology

AN INTERDEPARTMENTAL MAJOR

Director: *Koff*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, or 214R); Biological Sciences 110, 111, and 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 306, 315, and 332; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

Students planning graduate work in this and related fields are advised to elect at least 2 units of chemistry, 2 units of physics, and to acquire a working knowledge of computers.

Psychology

Professor: *Zimmerman, Dickstein*[A1], *Furumoto*[A], *Schiavo, Clinchy, Koff (Chair), Pillemer*

Associate Professor: *Cheek, Akert, Lucas, Mansfield, Wolfe*

Assistant Professor: *Brachfeld-Child, Hennessey, Hill, Paul, Carli, Genero*

Lecturer: *Boyle, Rosen*

101 (1) (2) Introduction to Psychology

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior. *Open to all students.*

The Staff

205 (1) (2) Statistics

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion. *Prerequisite: 101.*

Mr. Pillemer, Ms. Hennessey, Mr. Hill

207 (1) (2) Developmental Psychology

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. *Prerequisite: 101.*

Ms. Brachfeld-Child, Mrs. Clinchy

207R (1) (2) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required. *Prerequisite: 205 and 207. File application in department. Written permission is required for all students.*

Mr. Pillemer, Mrs. Clinchy

208 (1) Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101.*

Ms. Paul

209 Psychology of Family

An exploration of theoretical models and methodological strategies applied to the psychological study of families and relationships. Topics include the role of relationships throughout the life course, family stress and coping, family violence, and culturally diverse families. *Prerequisite: 101. Not offered in 1991-92.*

210 (1) (2) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. *Prerequisite: 101.*

Ms. Akert, Ms. Genero

210R (1) (2) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 210 or 211. File application in department. Written permission is required for all students.*

Ms. Akert, Ms. Carli

211 Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc. *Prerequisite: 101. Not offered in 1991-92. Offered in 1992-93.*

212 (1) (2) Personality

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, and cultural psychologists. Hands-on experience with personality assessment tools, and familiarity with basic issues in personality theory and research. *Prerequisite: 101.*

Mr. Cheek, Ms. Paul

212R (1) (2) Research Methods in Personality

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 212. File application in department. Written permission is required for all students.*

Mr. Cheek, Mr. Dickstein, Mr. Hill

214R Experimental Research Methods

Introduction to experimental methodology. Acquisition of basic research skills including hypothesis formation, experimental design, data analysis, and journal writing. Group and individual projects. Students will design and execute an independent research project. *Prerequisite: 205 and one of the following, 216, 217, 218, 219, Biological Science 213. File application in department. Written permission is required for all students. Not offered in 1991-92. Offered in 1992-93.*

216 Psychology of Language

Introduction to the study of the cognitive processes involved in using language. Theoretical and empirical issues in language will be explored with an interdisciplinary approach. Although the emphasis will be on psychological studies, ideas from linguistics, artificial intelligence, and philosophy of language will be discussed as well. Topics include: word meaning and sentence comprehension, language production and the understanding of discourse and texts. *Prerequisite: 101. Not offered in 1991-92. Offered in 1992-93.*

217 (1) Memory and Cognition

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on memory, attention, pattern recognition, and the representation and use of conceptual knowledge. *Prerequisite: 101.*

Ms. Lucas

218 (2) Sensation and Perception

A survey of the human senses from stimulus to perception. Topics include basic features in vision; color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations. *Prerequisite: 101.*

Mr. Wolfe

219 (2) Physiological Psychology

Study of the neural mechanisms underlying mental processes and behavior. Topics include organization of the central nervous system, and the neural bases of sensory processing, sleep, sexual behavior, normal and abnormal emotional behavior, and higher functions such as language, memory, and cognition. *Not open to students who have taken Biological Science 213. Prerequisite: 101.*

Mrs. Koff

248 (2) Psychology of Teaching, Learning, and Motivation

The psychology of preschool, primary, and secondary education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include: student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness. *Prerequisite: 101.*

Ms. Hennessey

249 Seminar. The Psychology of Education

The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics include: changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single-sex vs. coeducational colleges; the ideal college education for women. First-year students and sophomores are encouraged to apply. *Open by permission of the instructor to students who have taken 101. Not offered in 1991-92.*

302 (2) Health Psychology

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness. *Open to students who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.*

Mr. Dickstein

303 (1) Psychology of Gender

An examination of how psychologists have construed and studied sex differences and gender, what we know "for sure" about gender differences, where the differences come from, and where they might go. Topics include womb and penis envy, relationships between men and women, women and violence, uses and meaning of feminist methodology, and new psychologies of women. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. Carli

308 Seminar. Selected Topics in Clinical Psychology

Psychotherapy. This course compares theory and research on individual and family systems therapy. Emphasis is on the nature of the relationship between co-participants, and, where applicable, conceptions of transference, counter-transference, insight, and change. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212 and excluding 205. File application in department. Written permission is required for all students. Not offered in 1991-92.*

309 (2) Abnormal Psychology

Consideration of major theories of psychological disorders. Illustrative case materials, fictional accounts and research findings. Selected issues on prevention and treatment of emotional problems. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205.*

Ms. Boyle

310 Seminar. Schizophrenia

The nature, causes, and treatment of schizophrenia. Schizophrenia as distinguished from other psychological disorders. Its causes in terms of genetic, biochemical, family, and social influences; effective treatment of people diagnosed schizophrenic. Theoretical and research articles supplemented by taped interviews and films. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212, and excluding 205. 309 is suggested, but not required as a prerequisite. File application in department. Written permission is required for all students. Not offered in 1991-92.*

311 (1) Seminar. Social Psychology

Environmental Psychology. The influence of the physical environment on behavior and feelings. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., classrooms, playgrounds) will be investigated. Students (in small groups) will use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports. *Open to juniors and seniors who have taken two Grade II units, including either 210 or 211 but excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students.*

Mr. Schiavo

312 Seminar. Psychology of Death

An examination of the psychological meaning of death to the individual. Topics include: acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. File application in department. Written permission is required for all students. Not offered in 1991-92. Offered in 1992-93.*

317 (1) Seminar. Psychological Development in Adults

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual development in adulthood; changing conceptions of truth and moral value; sex differences in development. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor. File application in department. Written permission is required for all students.*

Mrs. Clinchy

318 (1) Seminar. Brain and Behavior

Selected topics in brain-behavior relationships. Emphasis on the neural basis of the higher-order behaviors. Topics include: language, perception, learning and memory, hemispheric specialization, and sex differences in lateralization. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 216, 217, 218, 219, and Biological Sciences 213, and one other Grade II course, excluding 205. File application in department. Written permission is required for all students.*

Mrs. Koff

319 (2) Seminar. Psychobiology

Topic for 1991-92: Developmental Psychobiology. An examination of the development of the nervous system and its relation to behavior. Topics include: the effects of sex hormones on the development of the brain, the effects of early experience on adult behavior, the development of sleep-wake states, the development of lateralization of the brain, and developmental disorders of the human brain. *Open only by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 216, 217, 218, 219, and Biological Sciences 213, and one other Grade II course, excluding 205. File application in department. Written permission is required for all students.*

Mr. Rosen

325 Seminar. History of Psychology

Psychoanalysis in Contexts. Influence of Freud's personal friendships, romantic entanglements, and professional relationships on the origins and modifications of psychoanalysis. Determination of forces that caused change in psychoanalysis after Freud. Designed to explore, through a case study of psychoanalysis, the assertion that every theory is bound to the personal, social, political, cultural, and historical contexts from which it emerged. Biography of Freud by Peter Gay, and primary readings of Freud, Lacan, Bettelheim, Irigaray, Gallop, Alice Miller and others. *Open by permission of the instructor to juniors and seniors who have taken 101. File application in department. Written permission is required for all students. Not offered in 1991-92. Offered in 1992-93.*

330 (1) Seminar. Cognitive Science

Cognitive Science encompasses work from the fields of cognitive psychology, artificial intelligence, linguistics, philosophy, and the neurosciences. An examination of the pre- theoretical assumptions behind the research in this field. The relation of the mind to the brain, the definition of knowledge and the ability of the computer to "think". *Open to juniors and seniors by permission of the instructor. File application in department. Written permission is required for all students.*

Ms. Lucas

331 (2) Seminar. Psychology of the Self

An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span will be considered. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students.*

Mr. Cheek

333 (1) Tests and Measurements

Current approaches to the psychological appraisal of individual differences in development, intelligence, personality, and special abilities. Review of strengths, weaknesses, and issues associated with each approach, and of basic principles of test construction, evaluation, and interpretation. Case presentation, obseervation of psychological testing, and experience in preparing psychological test reports. Useful for students intending to pursue graduate study in personality, clinical, social developmental, or school psychology. *Open to juniors and seniors who have taken two Grade II units, including 205, and by permission of the instructor.*

Mrs. Thorne

335 (2) Seminar. Memory in Natural Contexts

Topics include autobiographical memory, eyewitness testimony, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities. *Prerequisite: same as 312. File application in department. Written permission is required for all students.*

Mr. Pillemer

337 (1) Seminar. The Psychology of Creativity

An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. File application in department. Written permission is required for all students.*

Ms. Hennessey

340 Organizational Psychology

An examination of key topics in organizational psychology including: motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research. *Prerequisite: same as 303. Not offered in 1991-92.*

345 (1) Seminar. Selected Topics in Developmental Psychology

Topic for 1991-92: Early Social Development. Examination of major psychological theories and research concerning social development from infancy through early childhood. Topics will include the child's interactions with mother, father and siblings; effects of divorce; the social construction of gender; effects of television; day care, child abuse; play and friendship. Includes class visits to the Wellesley College Child Study Center. *Open to juniors and seniors who have taken two Grade II units, including 207, and excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students.*

Ms. Brachfeld-Child

349 (2) Seminar. Nonverbal Communication

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships). *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210. File application in department. Written permission is required for all students.*

Ms. Akert

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2
By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

For Credit

Biological Sciences 213 (1)
Introduction to Psychobiology with Laboratory

Directions for Election

Majors in psychology must take at least nine courses, including 101, 205, one research course, and three additional Grade II courses, and two Grade III courses. The Department offers four research courses: 207R, 210R, 212R, 214R. The Department strongly recommends that the research course be completed no later than the end of the junior year. Beginning with the Class of 1995, students will be required to take at least one course numbered 207 through 212, and at least one course numbered 216 through 219.

Students should note that they must apply for certain courses in the department prior to preregistration. *Written permission (faculty signature on the pre-registration card) is required for all students for all seminars and for all research courses.* Students should contact the Psychology Department at least two weeks prior to preregistration to apply for seminars and research courses and to secure written permission.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Advanced placement credit exempts students from the prerequisite of Psychology 101 for upper level courses in the department. First year students with advanced placement wishing to enter upper level courses are advised to consult with the chair or the instructor in the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count towards the minimum psychology major at Wellesley.

Religion

Professor: *Johnson, Hobbs, Kodera, Marini*
Associate Professor: *Elkins, Nathanson (Chair)*
Assistant Professor: *Nave, Marlow*
Instructor: *Aaron*

100 (2) Introduction to Religion

A beginning course in the study of religion, with lectures by all members of the department. The first half is a survey of the world's major religious traditions. The second half is an examination of the interplay between religion and such phenomena as oppression and liberation, the status of women, art and architecture, politics, and modernity. Materials drawn from sources both traditional and contemporary, Eastern and Western. *Open to all students.*

Ms. Nathanson and the Staff

104 (1) (2) Introduction to the Hebrew Bible/Old Testament

A critical study of the Old Testament/Hebrew Bible (TaNaK) from a variety of perspectives — as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Judaism and Christianity. Emphasis upon the world views and literary craft of the authors. *Open to all students.*

Mr. Aaron

105 (1) (2) Introduction to the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. *Open to all students.*

Mr. Hobbs

107 (1) Critical Issues in Modern Religion

Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, and Tillich, as well as liberation, feminist, and pluralist theologians. *Open to all students.*

Mr. Johnson

108 (1) (2, MIT) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Open to all students.*

Ms. Marlow, Wellesley (1); Mr. Kodera, MIT (2)

108M Introduction to Asian Religions

A critical examination of conceptions of self, world, and absolute value in the formative texts of the historic religions of West Asia, South Asia and East Asia. Readings and discussions organized around such questions as the human condition, search for absolute values, the meaning of death and the end of the world. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. *Open to all Wellesley and MIT students.*

Mr. Kodera

140 Introduction to Jewish Civilization

A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post- Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Nathanson

199 (1-2) Elementary Hebrew

An introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Nave

202 Archaeology and the Bible

An introduction to the archaeology of the Levant, with focus on the interrelationship of excavated and textual data. Topics to be treated include the ancestral traditions in Genesis, the Israelite conquest of Canaan, the development of the "royal cities," popular religion and monotheism, and Israelite and Judean foreign relations. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

203 The Ancient Near East

A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include Enuma Elish, Gilgamesh, the Code of Hammurabi, the Baal cycle, the Keret and Aqhat epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment. *Open to all students. Not offered in 1991-92.*

206 (2) Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament

A study of selected texts in translation from the Writings/Ketubim. The devotional poetry of the Psalms, the philosophical expositions of the "Wisdom" literature (Ecclesiastes, Proverbs, and Job), and the shorter writings of Ruth, Song of Songs, and Esther are analyzed against the backdrop of biblical thought in general and ancient Near Eastern literature in particular. *Open to all students.*

Mr. Aaron

207 The Exodus

An examination of the Exodus from Egypt as the formative event in Israel's early history, the retellings of the event in biblical tradition, and its use as a model for later biblical, Jewish, and Christian experiences of liberation. *Open to all students. Not offered in 1991-92.*

208 Eighth-Century Prophecy

Religion, Politics and the Social Order: a study of Amos, Hosea, Micah and Isaiah, their relationship to their historical context, ancient tradition, and the politics of their day. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Mr. Aaron

210 The Gospels

A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form

of the proclamation concerning Jesus of Nazareth. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Mr. Hobbs

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211 (1) Jesus of Nazareth

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus." *Open to all students.*

Mr. Hobbs

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212 (2) Paul: The Controversies of an Apostle

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. *Open to all students.*

Mr. Hobbs

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215 Christian Classics

Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine's *Confessions*, Thomas Kempis's *The Imitation of Christ*, Luther's *On Christian Freedom*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, and Therese of Lisieux's *Story of a Soul. Open to all students. Not offered 1991-92.*

Ms. Elkins

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216 History of Christian Thought: 100-1400

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices, pilgrimages, the cult of saints, asceticism, and mysticism. *Open to all students. Not offered 1991-92.*

Ms. Elkins

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218 (1) Religion in America

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadores in New Spain, Anne Hutchinson, Jonathan Edwards, John Wesley, Ralph Waldo Emerson, Isaac Wise, Mary Baker Eddy, Dorothy Day, and Martin Luther King, Jr. *Open to all students.*

Mr. Marini

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220 Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Edith Wharton, Flannery O'Connor, and others. Reading and discussion of these texts as expressions of religious thought and culture in nineteenth- and twentieth-century America. *Open to all students. Not offered 1991-92. Offered in 1992-93.*

Mr. Marini

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221 Catholic Studies

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, dogma, women's issues, ecumenism, and liberation theology. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, Henri Nouwen, the U.S. bishops, and recent popes. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Elkins

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225 Women in Christianity

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity, from its origins until today. Focus on women's writings, both historical and contemporary. Special attention given to modern feminist interpreters, such as Elisabeth Schüssler Fiorenza, Caroline Bynum, and Rosemary Radford Ruether. *Open to all students. Not offered in 1991-92.*

Ms. Elkins

226 (1) Liberation Theology

An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors.

Mr. Johnson

227 Post-Modern Theologies

An exploration of three current modes of religious reflection: theology as metaphor, as narrative, and as deconstruction. Readings begin with two 19th century sources, Kierkegaard and Nietzsche, and include contemporary authors such as Sally McFague, Hans Frei, and Mark Taylor. *Open to all students. Not offered 1991-92. Offered in 1992-93.*

Mr. Johnson

230 (2) Ethics

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices. *Open to all students.*

Mr. Marini

231 (2) Psychology of Religion

An examination of various psychological studies of religion and religious interpretations of the human spirit. Readings in authors such as Sigmund Freud, C. G. Jung, William James, Henri Nouwen, and Erik Erikson. *Open to all students.*

Mr. Johnson

235 Ethics of Liberation Theology

Race, gender, and class as ethical issues in contemporary theological discussions. Special attention to the Feminist/Womanist dialogue, Third World women, and new religious communities. Readings in *Weaving the Visions*, *Black Womanist Ethics*, *White Women's Christ and Black Women's Jesus*, and *Sex, Race, and God. Open to all students. Not offered 1991-92.*

242 Rabbis, Romans and Archaeology

A study of the development of Judaism from the fourth century B.C.E. to the seventh century C.E. An examination of Jewish history and culture in relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity. *Open to all students. Not offered 1991-92. Offered in 1992-93.*

Ms. Nathanson

243 Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies. *Open to all students. Not offered in 1991-92.*

Ms. Nathanson

245 Hebrew & Yiddish Literature in Translation

An interdisciplinary study of modern Hebrew and Yiddish novels, short stories, and poetry in translation from authors such as Sholem Aleichem, S. Y. Agnon, I. B. Singer, Amos Oz, A. B. Yehoshua, and Y. Amichai. The course will explore representative works in literary and historical contexts. *Open to all students. Not offered in 1991-92.*

Ms. Nave

246 Biblical and Historical Themes in Modern Hebrew Literature

A study of selected works (in English translation) by twentieth century writers retelling classical Jewish narrative, major historical events and current issues. Topics include the relationship between myth and literature, Jewish existence before and after the Holocaust, and the contemporary Middle Eastern conflict. Emphasis on the impact of biblical and historical events in shaping this literature. Readings include essays, poetry, short stories and novels by authors such as S.Y. Agnon, H.N. Bialik, H.Y. Brenner, Uri Zvi Greenberg, M. Shamir, S. Yizhar, A.B. Yehoshua, and Amos Oz. *Open to all students. Not offered in 1991-92.*

Ms. Nave

251 (2) Religions in India

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahman-

ism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West. *Open to all students.*

Ms. Marlow

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253 (1) Buddhist Thought and Practice

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West. *Open to all students.*

Mr. Kodera

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254 (2) Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. *Open to all students.*

Mr. Kodera

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255 Japanese Religion and Culture

Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from, China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Mr. Kodera

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257 Contemplation and Action

An exploration of the inter-relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West, historic and contemporary. Topics include: self-cultivation and civil responsibility (Confucius, Dag Hammarskjöld), suffering and nonviolence (Gandhi, Martin Luther King, Jr.), solitude and compassion (Ryokan, Henri Nouwen, Simone Weil), capacity for anger in the work of love (liberation theologians). *Open to all students. Not offered 1991-92. Offered in 1992-93.*

Mr. Kodera

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262 (1) The Formation of Islam

An introduction to the Islamic religious tradition and the role of Islam in Islamic civilization. Topics, studied in their historical context, include the life of Muhammad, the Qur'an, *hadith*, law, theology, Shi'ism, and Sufism. Attention to the normative tradition represented by Muslim religious scholars and to Islam in local contexts. *Open to all students.*

Ms. Marlow

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263 Islam in the Modern World

The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Ms. Marlow

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298 (2) New Testament Greek

Special features of Koiné Greek. Reading and discussion of selected New Testament texts. *Prerequisite: one year of Greek; or exemption examination; or by permission of the instructor.*

Mr. Hobbs

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299 (1) (2) Intermediate Hebrew

First semester: an intensive review of modern Hebrew grammar, continued emphasis on oral and written competence, and reading modern literature. Second semester: Biblical Hebrew. Reading in the Hebrew Bible, with special emphasis on differences between Biblical and Modern Hebrew grammar.

Ms. Nave (1), Mr. Aaron (2)

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304 (1) Seminar. Isaiah: Prophecy and Interpretation

An examination of the Book of Isaiah, with special attention to the history of its composition and formation, its canonical form, and its subsequent use and interpretation by Jewish and Christian writers. *Prerequisite: Religion 104 or 105, or permission of the instructor.*

Mr. Aaron

305 Seminar. Job and the Problem of Suffering

An examination of the book of Job and its poetic treatment of the human condition. The course will also consider other ancient Near Eastern texts that deal with the issue of evil in the world from a religious perspective, and later readings and retellings of Job by Blake, Frost, Jung, MacLeish, Fackenheim, and others. *Prerequisite: one course in Bible, or permission of the instructor. Not offered in 1991-92.*

308 Seminar. Paul's Letter to the Romans

An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological contruction of the Gospel, on his stance vis- -vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. Members will focus much of their research on current scholarship in the so-called Romans debate. *Prerequisite: at least one course in New Testament. Not offered 1991-92.*

Mr. Hobbs

310 Seminar. Gospel of Mark

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament / Septuagint, and to the christological struggles in the early church will be focal points of the study. *Prerequisite: one course in New Testament. Not offered in 1991-92. Offered in 1992-93.*

Mr. Hobbs

316 (1) Seminar. The Virgin Mary

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Prerequisite: one course in medieval history, women's studies or religion and by permission of instructor.*

Ms. Elkins

318 Seminar. Religion in the American Revolution

American religious culture from 1770 to 1790 and its relationship to the Revolution. Theological debates, revivals, and new sects; the theology of revolution, religious dimensions of the Declaration and the Constitution, and separation of church and state; sacred poetry, sacred song, and popular religious literature. *Prerequisite: one Grade II course in American religion, history, or politics; or permission of the instructor. Not offered in 1991-92.*

Mr. Marini

323 (2) Seminar. Liberation Theology

Latin American Liberation Theology in an historical perspective. The appropriation of pre-Columbian traditions and sixteenth century liberation struggles by contemporary Latin American theologians. The European discovery of the Indies and the Inca religion are the foci of early readings, including Columbus, Bartolomé de Las Casas, and Garcilaso de la Vega ("El Inca"). God, Creation, and Liberation are central themes of contemporary readings, including Gustavo Gutiérrez, Enrique Dussel, and Leonardo Boff. *Prerequisite: one of the following, Religion 218, 226, 235; Spanish 260, 317; Political Science 207.*

Mr. Johnson

340 (2) Seminar. The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. *Prerequisite: a course in one of the following: Judaism, modern European history, modern political theory, or permission of the instructor.*

Ms. Nathanson

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

353 Seminar. Zen Buddhism

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Prerequisite: one course in Asian Religions and by permission of the instructor. Enrollment limited to twelve. Not offered 1991-92.*

Mr. Kodera

356 (1) Seminar. Ideal Society in Asian Religions

Promises and problems of the ideal society as proposed by the religious thinkers of Asia. Comparative study principally through primary sources in translation. Topics include: Confucian

humanitarianism, Maoist equalitarianism and Taoist "no action"; Buddhist monasticism and the "Pure Land"; Hindu utopian communities; "nature" and the emperor system in Shinto. *Prerequisite: at least one course in Asian religions and the permission of the instructor. Enrollment limited to twelve.*

Mr. Kodera

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357 Seminar. Issues in Comparative Religion

Encounter of the World's Religions. Critical study of interfaith dialogues and movements concerned with building a global theology. Issues include: how to reconcile conflicting truth claims, the impact of emerging religious conservatism on ecumenism, how to preserve integrity in a pluralistic world; ethnocentrism and evangelism; human survival as common concern. Case studies, and readings from Paul Tillich, Wilfred Cantwell Smith, Ninian Smart, William Johnston, John Cobb, Shusaku Endo, and others. *Open by permission of the instructors. Not offered in 1991-92.*

Mr. Kodera, Mr. Johnson

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360 (1) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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362 (2) Seminar. Religion and State in Islam

The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the premodern period include the problem of justice and the emergence of distinct Sunni and Shi'i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and "fundamentalist" conceptions of religion's role in the nation state. *Open to juniors and seniors, and to sophomores with permission of the instructor.*

Ms. Marlow

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363 Seminar. Islamic Literature

An examination of some major works of Islamic literature, medieval and modern, religious and secular, in their historical and cultural contexts. Emphasis on the portrayal of relationships between the individual, the family, and the larger community. Comparisons made, when appropriate, with European literature. Readings in English translation from the Qur'an, Sufi poetry, the *ta'ziya* "Passion Play," epics, "mirrors for princes," the *Thousand and One Nights*, modern novels, and political poetry. *Open to juniors and seniors, and to sophomores with permission of instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Marlow

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370 (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Extradepartmental 256 (1)

Social Justice in Liberalism, Marxism and Islam. *Not offered 1991-92.*

Cross-Listed Courses

Attention Called

Classical Civilization 104 (1) (A)

Classical Mythology

History 217

The Making of European Jewry 1085-1815. *Not offered in 1991-92.*

History 218

Jews in the Modern World 1815-Present. *Not offered in 1991-92.*

History 219 (1)

The Jews of Spain and the Lands of Islam

History 256

Seminar. American Jewish History. *Not offered in 1991-92.*

History 327 (2)

Zionism and Irish Nationalism: A Comparative Perspective

History 328

Anti-Semitism in Historical Perspective. *Not offered in 1991-92.*

History 367 (2)

Seminar. Jewish Ethnicity and Citizenship

Women's Studies 305 (2)

Seminar. Women and Spirituality

Writing 125P (2)
Christianity through Women's Eyes

Writing 125V (1)
Jerusalem: The Holy City

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of eight courses, at least two of which are to be at the 300 level. To promote breadth, majors shall complete one course in each of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions. To ensure depth, majors shall concentrate in a special field of interest.

The minor consists of a minimum of five courses, at least one of which is to be at the 300 level, and no more than two of which can be at the 100 level. Three of the five courses, including a 300 level course, shall be within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

Students majoring or minoring in religion shall discuss the structure of their program with a faculty advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available in this department. Religion 199 (Elementary Hebrew) cannot be credited towards the department major or minor; but Religion 299 (1) (first semester of Intermediate Hebrew) can be counted toward the major (although not toward the minor), and Religion 299 (2) (second semester of Intermediate Hebrew) can be counted toward both the major and the minor. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

Russian

Professor: *Bones (Chair)*

Assistant Professor: *Chester*

Instructor: *Tempest*

100 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

The Staff

200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 100 or the equivalent.*

Mrs. Bones

201 (2) Russian Literature in Translation I

A survey of Russian prose from Pushkin to Dostoevsky, focusing on the multi-faceted character of Russian realism and the emergence of Russian literature as a great national literature in the nineteenth century. Major works by Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky will be read. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

Mrs. Bones

202 (2) Russian Literature in Translation II

The study of tradition and innovation in Russian prose from the mid-19th century to the Soviet period. Such well-known works as Tolstoy's *Anna Karenina*, Chekhov's *Ward Six*, Pasternak's *Doctor Zhivago*, and Solzhenitsyn's *First Circle* as well as seminal works by Sologub, Bely, Zamiatin, Babel, Olesha and Bulgakov will be read. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mrs. Bones

205 (1) Intermediate Conversation

Emphasis on developing communication skills through the use of pictures, thematic dialogues, role playing; the patterns and strategies of practical conversation and the language of gestures and intonation. *Prerequisite or corequisite: 200. Not offered in 1992-93.*

Ms. Tempest

215 (1) Intermediate Reading

Reading of short texts selected from a variety of materials including newspapers, historical commentaries, correspondence and diaries. Emphasis on building comprehension and on appropriate grammatical and stylistic usage of language. Weekly reading assignments and oral presentations. *Prerequisite or corequisite: 200. Not offered in 1991-92.*

225 (1) Soviet Film 1917-1980 (in English)

The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical recreation, social drama, adaptation from literary sources. *Open to all students. Not offered in 1991-92.*

301 (1) Advanced Russian

Thorough review of the structure of Russian through reading and analysis of short texts and weekly laboratory assignments. Proper application of syntactic and morphological categories with emphasis on the use of participles, gerunds, and aspect. The final meetings will be devoted to viewing of a Chekhov play and class videotaping of one episode. Two periods and laboratory. *Prerequisite: 200.*

Ms. Tempest

302 (2) Advanced Study of Modern Russian

Reading of the works of recent women writers. Language patterns, forms and themes in the writings of Akhmatova, Chukovskaya, Malakhovskaya. Regular oral and written reports. *Prerequisite: 301.*

Ms. Tempest

305 (2) Aleksandr Sergeevich Pushkin

Intensive study of Russia's most revered writer, his life, work and era. Critical analysis of his writings and of his influence on important 19th- and 20th-century literary figures. *Prerequisite or corequisite: 301 and/or 302. Not offered in 1991-92.*

310 (2) Lev Nikolaevich Tolstoy

A sampling of the masterworks beginning with *Childhood* and including *Prisoner of the Caucasus, Death of Ivan Illich, Father Sergius,* and *Xadzi Murat.* Some nonfiction such as diaries and articles will be included to explore his spiritual odyssey before and after 1880. Reading, discussions and papers will be primarily in Russian. Before beginning this course, students are expected to have read *War and Peace* in English. *Prerequisite or corequisite: 301 and/or 302. Not offered in 1991-92.*

315 (1) Fyodor Mikhailovich Dostoevsky

An intensive thematic and formal analysis of Dostoevsky's first major novel *Crime and Punishment* together with selected readings from his notebooks and early drafts as well as related correspondence in an effort to comprehend the artistic expression of Dostoevsky's unique psychological, philosophical, and religious view of the world. *Prerequisite or corequisite: 301 and/or 302. Not offered in 1991-92.*

320 (2) Seminar. Images of Women in Russian Literature

Examines images of women created by men in 19th century novels and stories and women's own self-description in 20th century texts. Authors include Turgenev, Tolstoy, Chekhov, Akhmatova, Tsvetaeva and Barenskaya. *Prerequisite or corequisite: 301 and/or 302.*

Ms. Chester

Topic for 1992-93: The Writer in a Censored Society. His Literary and Nonliterary Role.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201, 202 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian, Russian Studies or Soviet Studies. However, only one of them may count toward the major. A major in Russian is expected to elect three Grade III courses beyond Russian 301 and 302. Students interested in the Soviet Studies major should see page 216.

Credit toward the major is normally given for an approved summer of study in the Soviet Union as well as for approved Junior Year Abroad programs.

Students majoring in Russian should consult the Chair of the department early in their college career, as should students interested in an individual major in Russian or Soviet Studies.

Attention is called to the related courses in History as well as in Economics, Political Science, Anthropology and Sociology.

Sociology

Associate Professor: *Cuba, Hertz, Imber*[A], *Rayman, Silbey (Chair)*

Assistant Professor: *Cushman*

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102 (1) (2) Sociological Perspective: An Introduction to Sociology

An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. A central focus is on the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to institutions such as religion, the family, science, politics, economics, and education, and the defining characteristics of modern societies such as technology and bureaucracy. *Open to all students.*

Mr. Cushman, Mr. Cuba

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103 (1) Social Problems: An Introduction to Sociology

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy. *Open to all students. Not offered in 1991-92.*

Mr. Imber

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111 (1) Sociology of the Family: An Introduction to Sociology

The course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of the family, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined; dual-career couples and working-class families will be emphasized. *Open to all students.*

Ms. Hertz

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138 (2) Deviant Behavior: An Introduction to Sociology

Why are some behaviors, differences, and people stigmatized and considered "deviant" while others are not? This course examines theoretical

perspectives on deviance which offer several answers to this question. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to stigma, and how deviants cope with these responses. *Open to all students.*

Mrs. Silbey, Mr. Cuba

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200 (1) Classical Social Theory

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present. *Prerequisite: one Grade I unit. Required of all majors.*

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201 (2) Contemporary Social Theory

A comprehensive overview of contemporary theoretical traditions which have been most influential in the development of sociology in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenlogy, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, and critical theory. *Prerequisite: Sociology 200. Required of all majors. This course was Sociology 300 before 1991-92. Not open to students who took 300 before 1991-92. Open to students who took 201 before 1991-92.*

Mr. Cushman

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202 (1) Social Statistics

An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302. *Open to all students. Required of all majors. This course was Sociology 201 before 1991-92. Not open to students who took 201 before 1991-92.*

Mr. Cuba

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207 (2) Criminology

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice. *Open to all students.*

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208 (2) Social Construction of Gender

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns. *Open to all students. Not offered in 1991-92.*

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209 (2) Social Inequality: Class, Race, and Gender

The concept of social stratification is a basic concept of sociology describing differences among individuals and among institutions. This course examines patterns of social inequality through understanding the implications of class, race, and gender for social mobility and status. Analyses of fictional and non-fictional works will guide our study of social inequality on the community, national, and international levels. *Open to all students.*

Ms. Rayman

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213 (1) Law and Society

Study of a day in court and underlying factors that lead to lawful behavior. Study of legal reasoning, types of law and legal systems, and relationship of law to social class and social change. Emphasis upon the profession and practice of law including legal education, stratification within the bar, and the politics of legal services. *Open to all students. Not offered in 1991-92.*

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215 (2) Sociology of Popular Culture

An examination of the expression, production, and consequences of various forms of popular culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production and consumption of popular culture in contemporary capitalist and socialist societies, and the diffusion of American popular culture in the modern world-system. Emphasis on the origin, meaning and social significance of forms of modern popular music such as blues, jazz, reggae, and rock and roll. *Open to all students.*

Mr. Cushman

216 (1) Sociology of Mass Media and Communications

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address issues of the social implications of new communication technologies and the role of the media in the democratic process. *Open to all students.*

Mr. Cushman

217 (1) Power: Personal, Social, and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes. *Open to sophomores, juniors, and seniors without prerequisite.*

Mrs. Silbey

224 (2) Political Change, Social Movements, and Revolutions

Starting from the most recent political upheavals and revolutionary transformations (Eastern Europe, China, Iran), this course will investigate patterns of change in different societies and will inquire about what goes into social revolutions. What historical trends, conjunctural developments and unforeseen events make (or unmake) a revolutionary crisis? What role do ideologies and cultural constructions play in different types of social change? *Not offered 1991-92.*

225 (2) Science, Technology and Society

An examination of the social conditions of scientific development and controversy, and the links among scientific work, technological development and everyday life. Topics include: the interrelation of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research. *Not offered 1991-92.*

228 (1) Sociology of Work and Occupations

An examination of the institution of work, from the manufacturing sector to high- technology industries. Study of the changing nature of work in our society and in comparison with other societies. Topics include the process of professionalization, construction of careers, work environments and the relationship of work to physical and mental health. Emphasis on the meaning of work for women's lives. *Open to all students.*

Ms. Rayman

229 (1) Organizations and Organizational Behavior

How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision-making, conflict, recruitment, mobility, fast- tracking, risk-taking, initiative, flexibility and rigidity in organizational structure, and organizational change. *Not offered in 1991-92.*

232 (2) Social Institutions At Work: Explorations through Documentary Film

Explores fundamental sociological concepts and processes by close study of major documentary films by Frederick Wiseman: *Welfare*, *High School*, *Juvenile Court*, *Law and Order*, *Hospital*, *The Store*, *Meat*, *Model*. *Open to all students.*

Mrs. Silbey

233 (2) Volunteering in the Welfare State

A broad historical and social examination of volunteering in America and in other nations. The impact of volunteerism on the shape and character of social institutions, including the family, school, church, hospital, and state. Special focus on ethnic and gender variations in forms of volunteering. *Not offered in 1991-92.*

300 (1) Research Projects and Important Texts

Each student in this seminar will work on an advanced project elaborating and expanding a research paper or project already completed in a previous class. Topics for research will be determined in consultation with the instructor. In addition, the entire class will collectively read and closely analyze a series of important texts. The texts will be chosen so that readings cover the substantive topics of the individual research projects. *Required of all majors beginning with the Class of 1993. Open to non-sociology majors by permission of the instructor. Open to students who took Sociology 300 before 1991-92. Not offered in 1991-1992.*

302 (2) Research Methods

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice. *Prerequisite: 202 or by permission of the instructor. Sociology 201, taken before 1991-92, satisfies the prerequisite. Required of all majors.*

Mr. Cuba

311 (2) Seminar: Family and Gender Studies

The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, family planning, children's rights, child allowance, the impact of work on the family, day care, the elderly, the working poor, and delivery of services to families with special needs. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Prerequisite: 111 or one Grade II unit, or by permission of the instructor.*

Ms. Hertz

314 (2) Medical Sociology and Social Epidemiology

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care. *Prerequisite: one Grade II unit or by permission of the instructor. Not offered in 1991-92.*

319 (1) Seminar on Contemporary Soviet Society

Draws on the theoretical insights and methods of sociology to explore various dimensions of Soviet society and culture, past and present. Explores the similarities and differences between Soviet society and other industrial nations. Major topics include patterns of social inequality and social stratification; recent demographic changes; patterns of deviance, crime and social control; major institutions such as the family, religion, and education; patterns of public and private life, friendship, love, marriage; and social groups such as youth, the elderly, and women. Special emphasis on the sociology of Soviet culture with case studies of popular music and artistic expression as forms of rebellion within the Soviet social context. The seminar also analyzes glasnost and perestroika from the point of view of sociological theories of social movements and social change through cross-cultural and historical comparisons. *Open to juniors and seniors or by permission of the instructor.*

Mr. Cushman

324 (2) Seminar: Social Change

Analysis of the impact of change on the polity, economy, family, the stratificational system and living arrangements. Comparison between western and non-western societies. Particular emphasis on the social psychological dimensions of change; the processes of rationalization, development and revolution; modernization and its discontents, and the rise of the new traditionalism. *Prerequisite: two Grade II units or by permission of the instructor. Not offered in 1991-92.*

329 (2) Internship in Organizations

An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation of selected aspects of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organization research and on issues in participant observation. Limited to juniors and seniors. *Prerequisite: one Grade II unit or by permission of the instructor. 229 is recommended. Admission by application prior to Nov. 15.*

Ms. Hertz

333 (1) Advanced Topics in Sociology

Not offered 1991-92. Prerequisite: permission of the instructor.

338 (2) Seminar. Topics in Deviance, Law and Social Control

Topic for 1991-1992: The Social Organization of Law. Seminar consists of close, critical reading of landmark works in the sociology of law, including Marx, Weber, Holmes, and Lewellyn. Writings by the American legal realists and contemporary critical legal scholars will be studied, with examples of empirical studies of the law-in-action. Issues include the nature of the legal form, the characteristics of legal reasoning, patterns of litigation, stratification of the legal profession, civil and regulatory law enforcement, and alternatives to law. *Enrollment is limited. Preference will be given to students who have had some law-related instruction in sociology, philosophy, anthropology, or political science.*

Mrs. Silbey

349 (2) Vocation

What is the origin of the idea of vocation in Western societies and how does that idea illuminate the inner life of particular professions? An examination of the social and cultural forces that determine the changing character of authority in four professions: ruling, teaching, doctoring and ministering. Focus on the meaning of "calling" in the modern world. Careful reading of selections from classical and contemporary figures who reflect on the higher purposes of politics, education, medicine, and modern religious faith. *Not offered in 1991-92.*

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Sociology studies human interaction and the ways in which people collectively give meaning to their behavior and lives. The scope of sociology—human social life, groups, and societies—is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods.

A sociology major must include: Sociology 200, 201, 202, 300 (beginning with the Class of 1993), and 302, plus four additional courses. Permission to take these courses elsewhere must be obtained in advance from the department chair. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

A minor in sociology (6 units) consists of: (A) any Grade I unit, (B) 200 and (C) 4 additional courses. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Soviet Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Lih, Tumarkin*

Soviet Studies majors are invited to explore the Russian/Soviet experience through a richly interdisciplinary study program.

Majors are normally required to take 4 units of the Russian language above the Grade 1 level, including Russian 301 and 302. In addition to 4 units of the Russian language above the Grade 1 level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's courses should be outside of the Russian Department.

Majors are encouraged to take advantage of various programs of study in the Soviet Union, including the opportunity to spend a year on exchange at a Soviet university. Majors who are contemplating postgraduate academic or professional careers in Soviet studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses.

The following courses are available for majors in Soviet Studies:

Anthropology 247
Societies and Cultures of the Soviet Union. *Not offered in 1991-92.*

Economics 240 (2)
Analysis of Foreign Economies. Topic for 1991-92: Current Transformations of the Soviet Economic System

Economics 301 (2)
Comparative Economic Systems

History 246
Medieval and Imperial Russia. *Not offered in 1991-92.*

History 247 (1)
Modern Russia and the Soviet Union

History 356
Russia at War. *Not offered in 1991-92.*

History 362 (1)
Seminar. The "Great Patriotic War" as Myth and Memory

Political Science 206 (1)
Politics of the Soviet Union and Eastern Europe

Political Science 322 (2)
The Soviet Union in World Politics

Russian 201
Russian Literature in Translation I. *Not offered in 1991-92.*

Russian 202 (2)
Russian Literature in Translation II

Russian 225
Soviet Film 1917-1980. *Not offered in 1991-92.*

Russian 305
Aleksandr Sergeevich Pushkin. *Not offered in 1991-92.*

Russian 310
Lev Nikolaevich Tolstoy. *Not offered in 1991-92.*

Russian 315
Fyodor Mikhailovich Dostoevsky. *Not offered in 1991-92.*

Russian 320 (2)
Seminar. Images of Women in Russian Literature

Sociology 319
Seminar on Contemporary Soviet Society

In addition to the courses listed above, students are encouraged to incorporate MIT's rich offerings in Soviet Studies into their programs. A partial listing appears below:

17.601
Communism, Revolution, and Reform: Lenin to Gorbachev

17.602, 17.603
Continuity and Change in Soviet Politics

17.609J
Seminar in the Historical and Political Evolution of the Soviet Union

21.268
Topics in Russian and Soviet Culture for Advanced Students

21.270
Pushkin and His Successors

21.271
Contemporary Russian Prose and Poetry

Spanish

Professor: *Gascón-Vera, Roses*[A2]

Associate Professor: *Agosín, Vega, Méndez-Faith*

Assistant Professor: *Bou, Hall, Syverson-Stork*

Instructor: *Ramos*

Lecturer: *Renjilian-Burgy (Chair), Heptner*

All courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 100 and 102 are counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 201 and/or 202; 302; and at least two more 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature (206) and early Spanish American literature (205), respectively.

Spanish 260 is recommended for students whose primary interest lies in Latin America and Spanish 261 is recommended for students whose primary interest is in Spain. Upon approval from the department, up to four courses taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) Oral and written linguistic proficiency, (b) Ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

Individually planned majors in Latin American Studies, which combine language and literature courses with a program of anthropology, political science, and economics courses, are encouraged.

Qualified juniors are encouraged to spend a semester or a year in a Spanish speaking country, either with Wellesley's PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or another approved program. See p. 63.

To be eligible for study in Córdoba for one or two semesters, in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO) a student must be enrolled in a 200 or higher level language or literature course the previous semester.

Teacher Certification: Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult the Chair of the Spanish Department and the Chair of the Department of Education.

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100 (1-2) Elementary Spanish 2

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied drills. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to all students who do not present Spanish for admission.*

The Staff

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102 (1-2) Intermediate Spanish 2

Intensive review of all language skills. Emphasis on oral and written expression. Cultural readings by contemporary Spanish and Spanish American writers. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: two admission units in Spanish or 100.*

The Staff

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201 (1) Oral and Written Communication

Practice in conversation and writing. Through frequent oral presentations, written assignments, readings on Hispanic cultures, and the study of audio- and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Two periods per week. *Prerequisite: 102, or four admission units or by permission of the instructor.*

The Staff

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202 (2) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods. *Open to students presenting three admission units, 102 or 201.*

Ms. Renjilian-Burgy

203 (1) Modern Spanish Literature

The search for identity in Spain 1898-1936. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, Azorín and Ortega y Gasset. Offered in alternation with 204. *Prerequisite: 201 or 202 or by permission of the instructor. Not offered in 1991-92.*

Ms. Gascón-Vera

204 (2) Censorship and Creativity in Spain 1936-1987

From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Gascón-Vera

205 (2) Freedom and Repression in Spanish American Literature

An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Roses

206 (1) Christians, Jews, and Moors: The Spirit of Spain in its Literature

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Shlomo ibn Gabirol, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla (Don Juan)*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón. *Prerequisite: same as for 203.*

Ms. Gascón-Vera

208 (2) Nineteenth-Century Spanish Society as Seen by the Novelist

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation. *Prerequisite: same as for 203. Not offered in 1991-92.*

Mr. Bou

209 (1) The Spanish American Short Narrative

The realistic and fantastic short stories of contemporary Spanish America. In-depth analysis of the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Agosín

210 (2) Chicano Literature: From the Chronicles to the Present

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and nineteenth-century musical forms such as corridos. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdéz, Alberto Urista, José Montoya, Rodolfo Anaya. *Prerequisite: same as for 203.*

Mr. Vega

211 (2) Caribbean Literature and Culture

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, Pedro Juan Soto. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Renjilian-Burgy

212 (2) The Word and the Song: Contemporary Latin American Poetry

The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Agosín

215 (2) Spanish Practicum

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babín, Maldonado Denis, and others. *Prerequisite: personal interview with the instructor to establish adequate language skill. Same as for 203. Not offered in 1991-92.*

Ms. Roses

216 (2) Contemporary Spanish American Theatre

A critical analysis of the theater of twentieth century Spanish America. Particular attention will be paid to the socio-historical context as well as to the influence of politics in the structure and themes of some ten to twelve representative plays. Reading will include works by Carballido, Díaz, Dragún, Gambaro, Marqués, Triana, Usigli, Wolff, and others. *Prerequisite: same as for 203.*

Ms. Méndez-Faith

228 (1) Latin American Literature: Fantasy and Revolution

The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Isabel Allende, Fuentes, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges. In English. *Open to all students.*

Ms. Roses

240 (2) Living Women Writers of Spain, 1970-1985

A selection of readings—novels, poetry, essays, theatre—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaite, Rosa Montero, Ester Tusquets, Mercé Rodoreda, Carmen Conde. A close study of the development of their feminist consciousness and their response to the changing world around them. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Gascón-Vera

253 (1) The Writer and Human Rights in Latin America

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the sixties to the present, how literary creation treats themes such as: censorship and self-censorship; the writer as journalist; disappearances; exile; victim and torturer; women and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Aguilar, and others will be studied. *Prerequisite: same as for 203. Not offered in 1991-92.*

Ms. Agosín

260 (2) History of Latin America

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America. In English. *Not offered in 1991-92.*

Ms. Roses

261 (1) History of Spain

From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain. In English. *Prerequisite: same as for 260. Not offered in 1991-92.*

Mr. Bou

300 (1) Advanced Oral Communication in Spanish

Techniques and activities designed to develop fluency and pronunciation in the Spanish language. Included will be an introduction to phonetics. Students will also acquire idiomatic vocabulary through study of Spanish periodicals, audio and video tapes of Spain and Latin America. *Open to seniors.*

Ms. Roses

301 (1) Honor, Monarchy and Religion in the Golden Age Drama

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruíz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302. Open to students who have taken two Grade II units including one unit in literature. Not offered in 1991-92.*

Ms. Gascón-Vera

302 (1) Cervantes

A close reading of the Quixote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction. *Prerequisite: same as for 301. Not offered in 1991-92.*

Ms. Gascón-Vera

304 (2) Hispanic Literature of the United States

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera. *Prerequisite: same as for 301. Not offered in 1991-92.*

Ms. Renjilian-Burgy

310 (1) Senior Seminar. Latin American Women Writers

The course will deal with the awakening of feminine and feminist consciousness in the prose of Latin American women writers from the 1920s to the present: María Luisa Bombal, Silvina Bullrich, Teresa de la Parra, Rosario Ferré, Lydia Cabrera. Close attention will be paid to dominant themes of love and dependency; imagination as evasion; alienation and rebellion; sexuality and power; search for identity. *Prerequisite: two grade II units including one in literature.*

Ms. Agosín

311 (1) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

An in-depth study of the literary career of Gabriel Garciá Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba, La mala hora, La hojarasca, Cien años de soledad, El otoño del patriarca* and *Crónica de una muerte anunciada. Prerequisite: same as for 301. Open to seniors. Not offered in 1991-92.*

Ms. Roses

313 (2) Seminar. Avantgarde Poetry of Spain

A study of the major poets of the generation of 1927. In-depth study of poets García Lorca, Guillén, Salinas, Aleixandre, and Alberti. *Prerequisite: same as for 312. Not offered in 1991-92.*

Mr. Bou

314 (2) Seminar. Luis Buñuel and the Search for Freedom and Morality

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977). *Prerequisite: same as for 312. Not offered 1991-92.*

Ms. Gascón-Vera

315 (1) Seminar. Love and Desire in Spain's Early Literature

Medieval Spain, at a nexus between the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language and metaphor in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic "kharjas"; the Galician "cantigas d'amigo"; the Catalan lyrics of Ausias March; Diego de San Pedro, *Carcel de Amor*; and Fernando de Rojas, *La Celestina. Not offered in 1991-92.*

Mr. Vega

316 (2) Seminar. Voices of Dissent: the Struggle for Democracy through Literature

Examination of dissent and opposition against moral and religious oppression and political tyranny during the last two centuries in Spain and the significant role of literature in the struggle for a freer society. Analysis of the emergence of mass media as a vehicle for expression, as well as its impact in the transmission of texts from a perspective of cultural studies. Readings from literary works such as Larra's 'artículos', Pérez de Ayala's *AMDG*, Gómez de la Serna's *Greguerías*, Max Aub's *El laberinto mágico*, Luis Martín Santos' *Tiempo de silencio* and Juan Marsé's *Si te dicen que caí*. *Not offered in 1991-92.*

Mr. Bou

317 (1) Seminar. The New World in Its Literature: Conquest and Counter-Conquest

Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and "barbarism," the first fight for human rights, Aztec and Inca thought, and the defense of women's right to knowledge. *Not offered in 1991-92.*

320 (2) Seminar. Journalism in Spain

An analysis of the characteristics of journalism in Spain after Franco. We will read selections from the Madrid dailies, El Pais, ABC, Pueblo, and from weekly magazines such as Interview and Cambio 16. Among the journalists to be studies are Francisco Umbral, Rosa Montero, Juan Cueto, and Maruja Torres. *Prerequisite: two Grade II courses. Not offered in 1991-92.*

321 (2) Seminar. Avant-Garde and Modernity in Spain

Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico Garcia Lorca, Ramón de la Serna, Vicente Hiudobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dali and Pablo Picasso. *Prerequisite: two grade II courses.*

Mr. Bou

350 (1) (2) Research or Individual Study 1 or 2

Open by permission of the instructor to seniors who have taken two Grade III units in the department.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Peace Studies 259 (2)

Peace and Conflict Resolution

Technology Studies Program

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program consists of Technology Studies and cross-listed courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, technology in the third world, energy policy and nuclear power. For 1991-92, in addition to 140, students can elect individual cross-listed courses, in consultation with an instructor in Technology Studies, in addition to their major in a department or interdepartmental program.

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100 (2) Medical Technology and Critical Decisions

Examination of new options in medical diagnosis, treatment and prevention, and of systematic methods for making decisions that can lead to informed choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems, and their economic and ethical aspects. Hands-on experience with scientific and engineering devices and computer modelling of decision-making processes. Development of the necessary scientific background and mathematical skills. This course carries one unit of nonlaboratory Group C distribution credit. *Not offered in 1991-92.*

Mr. Ducas, Mr. Shuchat

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140 (2) Television Technology and Projects Workshop

The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term. *Enrollment is limited.*

Mr. Ducas

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201 (1) Television Technology and Social Impact

The course considers how economic, political and technological factors influence television programming and how television content affects the mass audience. We will observe television content through systematic observation and will learn how the television image is produced and manipulated. Students will gain experience producing or editing video material. A major project of the course is the design, conduct and analysis of an experiment in television effects. Previous coursework in social science research methods, statistics, or computer science is highly recommended. *Prerequisite: Technology Studies 100 or two units in sociology, psychology, political science, economics, computer science, physics, or biological sciences. Not offered in 1991-92.*

Mrs. Just

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208 (2) Technological Applications of Light

The nature of light, the interaction of light with matter and the fundamentals of lasers. Applications of light in such fields as medicine, food processing, communications, defense, isotope separation, information science and solar energy storage and conversion. Emphasis will be placed on how the fundamental properties of light and light-matter interactions may be exploited for new technologies. This course fulfills Group C distribution, but does not meet laboratory science requirement. *Not offered in 1991-92.*

Mr. Coleman

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209 (1) Women and Technology

An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation. *Not offered in 1991-92.*

Ms. Chaplin

Cross-Listed Courses

Anthropology 275 (1)

Technology and Society in the Third World. *Not offered in 1991-92.*

Art 214 (2)

Photographic Processes. Formerly Technology Studies 217. *Not offered in 1991-92.*

Art 225 (2)

Image Context: New Media Theory and Practice. Formerly Technology Studies 218. *Not offered in 1991-92.*

Biological Sciences 107 (1)

Biotechnology. *Not offered in 1991-92.*

Economics 228

Environmental and Resource Economics. *Not offered in 1991-92.*

Mathematics 250

Topics in Applied Mathematics. *Not offered in 1991-92.*

Music 203 (2)

Synthesis Techniques and Compositional Practice. Formerly Technology Studies 203. *Not offered in 1991-92.*

Philosophy 249 (1)

Medical Ethics. *Not offered in 1991-92.*

Physics 222 (1)

Medical Physics

Political Science 327 (2)

International Organization

Sociology 225 (2)

Science, Technology and Society

Theatre Studies

Professor: *Barstow (Director)*

Lecturer: *Bosch*

Director of Theatre: *Hussey*

Production Manager: *Handelman*

203 (1) Plays, Production, and Performance

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical application of the acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience. *Open to all students.*

Ms. Hussey

204 (2) Techniques of Acting

An introduction to the vocal and interpretative and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

Ms. Bosch

205 (1) Acting and Scene Study

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant historical genre plays, classic to contemporary, regularly rehearsed and performed for class criticism. *Prerequisite: 203 or by permission of the instructor. Not offered in 1991-92.*

Mr. Barstow

206 (1) Design for the Theatre

Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The lighting of performance as a major component of theatrical production will be included. *Prerequisite: same as for 205.*

Mr. Handelman

212 (2) Representations of Women on the Stage

Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing on what a public and popular art says and implies about women: their "nature," their roles, their place in

the society reflected, their options for individuality and for activity affecting others, etc. Consideration of the male dominance in both playwrighting and performance in historic cultures. *Open to all students. Not offered in 1992-93.*

Mr. Barstow

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220 (2) Classic Plays in Performance

An historical survey of dramatic texts as realized in performance. Videotapes of performances approximating the original production style are the primary objects of study. Analytical and critical writing skills are emphasized in written critiques. *Open to all students. Not offered in 1991-92.*

Mr. Barstow

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250 (1)(2) Research, Independent Study, or Production Apprenticeship

Open by permission to qualified students.

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315 (1) Acting Shakespeare

Study and practice of skills and techniques for the gestural performance of complex and sonorous poetic speech in the histrionic realization of theatrical characters from Shakespeare's texts, "scenes invented merely to be spoken." Speeches and scenes performed for class criticism. *Prerequisite: 203, 204, and 205 or permission of the instructor after audition. Not offered in 1992-93.*

Mr. Barstow

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350 (1)(2) Research or Individual Study 1 or 2

Open by permission to qualified students.

Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Barstow*

A major in Theatre Studies may be designed according to the provision of the Individual Major option. See p. 55.

Early consultation with the director is essential because some relevant courses are not offered every year and careful planning is necessary.

Students electing to design an individual major in Theatre Studies will usually take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses in the Theatre Arts program are offered at MIT.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre Studies will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations.

In addition to all the offerings of the Theatre Studies Program, the following courses are specifically relevant to an individual major in Theatre Studies:

Black Studies 222 (1) (B^1)
Images of Blacks and Women in American Cinema

Black Studies 266 (2) (A)
Black Drama

Chinese 241 (2)
Chinese Poetry and Drama in Translation

Classical Civilization 310 (2) (A)
Greek Drama in Translation

English 112 (1)
Introduction to Shakespeare

English 223 (1)
Shakespeare Part I: The Elizabethan Period

English 224 (2)
Shakespeare Part II: The Jacobean Period

English 324 (2)
Advanced Studies in Shakespeare

Extradepartmental 231 (2)
Interpretation and Judgment of Film

French 206 (2)
Intermediate Spoken French. Topic b

French 213 (1)
French Drama in the Twentieth Century

French 240 (1)
French Cinema

French 301 (1)
The French Classical Theatre

French 321 (2)
Seminar. Topic b: Women and the Stage: Female and Male Representation of Women in XIXth- and XXth-Century French Drama

German 210 (2)
The German Comedy from 1800 to the Present

Greek 345 (1)
Greek Drama

Italian 244 (2)
Italian Cinema as an Art Form (in English)

Japanese 251 (2)
Japan Through Literature and Film

Latin 201 (2)
Latin Comedy

Music 215 (1)
Musical Genre and Styles. Topic for 1991-92: Opera.

Russian 225 (1)
Soviet Film 1917-1980 (in English)

Spanish 216 (2)
Contemporary Spanish American Theatre

Spanish 301 (1)
Honor, Monarchy and Religion in the Golden Age Drama

Technology Studies 140 (2)
Television Technology and Projects Workshop

Technology Studies 201 (1)
Television Technology and Social Impact

Other courses also may on occasion be counted towards the Theatre Studies individual major.

Women's Studies

Associate Professor and Director: *Reverby*

Assistant Professor: *Schirmer, Seager*

Instructor: *Radtke*

Lecturer: *Hanawa*

A major in Women's Studies offers an opportunity for the interdisciplinary study of women's experience as it is reflected in the humanities, the sciences, and the social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about women and men. They also pursue knowledge of the gendered experience in diverse cultures, and across time.

A major in Women's Studies has a number of core requirements. Students must take Women's Studies 120 (Introduction to Women's Studies), and Women's Studies 222 (Women in Contemporary Society). They must also elect a multicultural course that focuses on women. (A list of courses that fulfill this requirement may be obtained from the Women's Studies Program.) In addition, students will choose one course above the Grade I level in the humanities (A group). And finally, majors elect a "concentration" of four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Women's Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. It is strongly recommended that majors elect basic method and theory courses in their field of concentration and at least one additional appropriate multi-cultural course.

Majors design their own programs in consultation with the Director of Women's Studies.

The following courses are listed as Women's Studies courses and may be used to satisfy either the Group B^1 or Group B^2 distribution requirement. Other courses are available each semester through cross registration with MIT.

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120 (1) (2) Introduction to Women's Studies

Introduction to the new field of Women's Studies and its impact on the various disciplines. Consideration of the multiple ways in which the gender experience has been understood and is currently being studied. Beginning with a focus on how inequalities between men and women have been explained and critiqued, the course examines the impact of social structure and culture on gender

and how this is expressed in anthropological, historical, and literary writings. Emphasis is placed on an understanding of the "common differences" which both unite and divide women.

Ms. Hanawa, Ms. Reverby, Ms. Schirmer

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210 (1) Feminism and the Environment

This course draws on multi-disciplinary materials that assess the relationship between gender and environmental concerns. We will explore two central questions: 1) to what extent does feminist theory help us understand complex environmental relations and environmental problems in the modern world and 2) to what extent does gender mediate or influence relationships to the (natural) environment. Issues to be addressed include: how is nature defined and by whom?, do scientific paradigms of nature and the environment reflect Western and masculinist biases and does this matter? How does gender affect the environmental movements? How can feminist theory help us to understand specific case studies of environmental "hot spots" like Bhopal, the South Pacific and Vietnam? *Open to all students.*

Ms. Seager

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220 (1) Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Examination of women's participation in the movements of nuclear disarmament, human rights and social and economic justice. Examination of the nature and history of these movements as well as their organization and ideological structure. Focus on understanding if, why, and under what circumstances gender becomes a central force in the development of these movements. Questions addressed will include 1) why and in what ways have women been central to the European peace movement, 2) how has the involvement of women helped to define the human rights movement in Latin America, 3) whether women's involvement in protest for social and economic justice has changed traditional political institutions, such as unions and political parties, and 4) the extent to which feminist theory and theories of the state have accounted for the nature of women's protest. *Prerequisite: permission of the instructor.*

Ms. Schirmer

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222 (2) Women in Contemporary Society: Different Ways of Knowing

An introductory examination of how changes in social structure, ideology, culture and politics have affected women in the Third World and in the U.S. since World War II. "Separated" and "connected" ways of knowing, as well as feminism as a positive form of critical thinking, are discussed. Issues, such as cross-cultural meanings of motherhood, economic and reproductive oppression, and the possibility for many feminisms are examined. Then the focus shifts to women's lives in the U.S., the "happy days" of the 1950's, the impact of the Women's Movement of the 1960's, 70's and 80's, with an emphasis upon work, welfare, and feminist ways of knowing.

Ms. Schirmer

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224 Women's Lives through Oral History

"What's so special about women?" Study of women's everyday and extraordinary experiences through readings and oral history projects. Analysis of methodological and theoretical implications of studying women's lives. Emphasis on close reading of the narrative and explanatory strategy adopted by individual women in their story telling. *Open to all students. Not offered in 1991-92. Offered in 1992-93.*

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250 Asian Women in America

Examination of the history of Asian women in America, with particular attention to the changes in conditions of migration, refugee and legal status, work opportunities, and family structure. The stereotypes that have affected Asian American women and their psychological consequences will be explored. Introduction to the Asian American woman's literary and artistic tradition, the various forms of feminism within the Asian American community, and the contemporary social and political issues for Asian American women. *Open to all students. Not offered in 1991-92.*

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301 (2) Seminar. The Politics of Caring

This seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action. *Prerequisite: Open to Juniors and Seniors with written permission from instructor. WOST 120, or 222, or 220 or Psychology 303 required.*

Ms. Reverby

305 (2) Seminar. Topics in Gender, Ethnicity and Race

Topic for 1991-92: Women and Spirituality. Exploration of feminist and womanist perspectives on spirituality. Investigation of links between spirituality and gender, race, class, sexual orientation and global perspectives. Readings will include developments with Christianity and Judaism, Wicca, Goddess-centered spirituality and ecofeminism. *Prerequisite: written permission of the instructor.*

Ms. Radtke

310 Seminar. Women, Social Policy and the State

Theoretical overview of theories of the welfare state and of perspectives on women and social policy. Examination of the nature of social policy and its historical and socio- political basis in Sweden, Denmark, Norway, Finland, England and West Germany which have come to be known for their comprehensive social policy measures and for their relative gender equality. Study of the extent to which women's movements in each of these countries have influenced the social and political agenda. Student research projects on social policy and women's movements in a country other than one in Scandinavia. *Prerequisite: permission of instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Schirmer

316 Seminar. History and Politics of Sexuality in the United States

In recent years there has been an increasing debate over whether human sexuality is an autonomous force or a phenomenon determined by history, politics, and culture. Many historians suggest the "discourse" on female sexuality, in particular, has been conditioned by cultural norms about femininity and women's place in society, the shifting boundaries between "normality" and "deviance," the feminist political stance on sexual autonomy, the medicalization of sexuality, and intervention of the state. This seminar will explore these issues by examining the history of sexuality in the American context. *Open to Juniors and Seniors by permission of the instructor. 120, 222, or 320 and History 257 or Black Studies 230 is recommended. Not offered 1991-92.*

Ms. Reverby

320 American Health Care History in Gender, Race and Class Perspective

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed. *Open to Juniors and Seniors by permission of the instructor. Not offered in 1991-92. Offered in 1992-93.*

Ms. Reverby

330 (2) Seminar. Twentieth-Century Feminist Movements in the First and Third World

Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper. *Open by permission of the instructor.*

Ms. Schirmer

360 (1) (2) Senior Thesis Research

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to sister students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360

Cross-Listed Courses

For Credit

American Studies 315 (1)

Seminar. Topic for 1991-92: Identity and American Politics in Historical Perspective

Anthropology 236

Witchcraft, Magic and Ritual: Theory and Practice. *Not offered in 1991-92.*

Anthropology 269 (1)

The Anthropology of Gender Roles, Marriage and the Family

Art 233 (1)

Domestic Architecture and Daily Life. *Not offered in 1991-92.*

Black Studies 212

Black Women Writers. *Not offered in 1991-92.*

Black Studies 217 (2)

The Black Family

Black Studies 222 (1) (B^1)

Images of Blacks and Women in American Cinema

Black Studies 225

Introduction to Black Psychology. *Not offered in 1991-92.*

Black Studies 230

The Black Woman in America. *Not offered in 1991-92.*

Black Studies 318 (2)

Seminar. Women and the African Quest for Modernization and Liberation

Black Studies 335

Women Writers of the English-Speaking Caribbean. *Not offered in 1991-92.*

Black Studies 344

Seminar. Interdisciplinary Perspectives in Black Family Studies. *Not offered in 1991-92.*

Black Studies 345

Seminar. Women and International Development. *Not offered in 1991-92.*

Chinese 330 (1)

Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

Classical Civilization 104 (1) (A)

Classical Mythology

Classical Civilization 215

Gender and Society in Antiquity. *Not offered in 1991-92.*

Economics 243 (2)

Gender in U.S. Economic History

Education 306 (1) ($B^{1,2}$)

Seminar. Women, Education and Work

Education 312

Seminar. History of Child Rearing and the Family. *Not offered in 1991-92.*

English 114 (1)

Race, Class and Gender in Literature

English 383 (1)

Women in Literature, Culture, and Society. Topic for 1991-92: The Brontë Family.

Extradepartmental 223

Women in Science. *Not offered in 1991-92.*

Extradepartmental 232 (2)

New Literatures: Lesbian and Gay Writing in America.

French 200 (2)

Women and the Literary Tradition. *Not offered in 1991-92.*

French 304 (2)

The French Novel in the Eighteenth Century

French 318

Modern Fiction. *Not offered in 1991-92.*

French 319

Women, Language, and Literary Expression. *Not offered in 1991-92.*

French 321 (1)

Seminar. Topic a. Marguerite Duras: Novels and Films

French 321 (1)

Seminar. Topic b. Women and the Stage: Representations of Women in 19th and 20th-Century French Drama

History 241 (2)

Women in Modern European History

History 257 (1)

Women in American History

History 262 (2)

Women and Labor in America

History 332 (2)

Seminar. Girlhood and Boyhood in America

History 342

Seminar. Women, Work and the Family in African History. *Not offered in 1991-92.*

History 344

Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1991-92.*

History 349 (1)

Seminar. Consuming Passions: Gender, Class and the Culture of Consumption in 19th Century Europe

History 364

Women in Islamic Society: Historical Perspectives. *Not offered in 1991-92.*

Italian 206 (1)

Introduction to Italian Studies

Language Studies 238 (2)

Sociolinguistics

Peace Studies 259 (2)

Peace and Conflict Resolution

Philosophy 227 (2)

Philosophy and Feminism

Political Science 307 (2)

Seminar. Gender, Culture and Political Change

Political Science 320

Seminar. Inequality and the Law. *Not offered in 1991-92.*

Political Science 336 (1)

Seminar. Women, the Family and the State

Political Science 344 (1)

Feminist Political Theory

Psychology 303 (1)

Psychology of Gender

Psychology 317 (1)

Seminar. Psychological Development in Adults

Psychology 325

Seminar. History of Psychology. *Not offered in 1991-92.*

Psychology 340

Seminar. Organizational Psychology. *Not offered in 1991-92.*

Religion 225 (2)

Women in Christianity. *Not offered in 1991-92.*

Religion 243

The Biblical World. *Not offered in 1991-92.*

Religion 235

Ethics of Liberation Theology. *Not offered in 1991-92.*

Religion 316 (1)

Seminar. The Virgin Mary

Russian 302 (2)

Advanced Study of Modern Russian. Readings of the Works of Recent Women Writers

Russian 320 (2)

Seminar. Images of Women in Russian Literature

Sociology 111 (1)

Sociology of the Family: An Introduction to Sociology

Sociology 208 (2)

Social Construction of Gender. *Not offered in 1991-92.*

Sociology 209 (2)

Social Inequality: Class, Race, and Gender

Sociology 217 (1)

Power: Personal, Social and Institutional Dimensions

Sociology 228 (1)

Sociology of Work and Occupations

Sociology 311 (2)

Seminar. Family and Gender Studies

Spanish 209 (1)

The Spanish American Short Narrative. *Not offered in 1991-92.*

Spanish 240 (2)

Living Women Writers of Spain, 1970-1985. *Not offered in 1991-92.*

Spanish 310 (1)

Seminar. Latin American Women Writers

Technology Studies 209 (1)

Women and Technology. *Not offered in 1991-92.*

Theatre Studies 212 (2)

Representations of Women on the Stage

Writing Program

Entering students are required to complete one semester of expository writing in their first year at Wellesley. Writing courses numbered 125 are offered by faculty from many departments on a variety of topics. In all sections writing is taught as a means not only of expressing ideas but also of acquiring them. Students receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement of sources. There are no exemptions from this requirement.

Writing 125A/English 120 and 125B/English 120 in Semester 1, and Writing 125A/English 120 in Semester 2, in addition to fulfilling the Writing Requirement, also fulfill a requirement for the English major and a Group A distribution requirement. Writing 125C/Philosophy 101A in Semester 1, in addition to fulfilling the Writing Requirement, also counts as a unit for the Group B distribution requirement and the Philosophy major. Writing 125B/Classical Civilization 120 in Semester 2, in addition to fulfilling the Writing Requirement, also counts as a unit for the Group A distribution requirement and the Classical Civilization major. Writing 125C/German 120 in Semester 2, in addition to fulfilling the Writing Requirement, also counts as a unit for the Group A distribution requirement and the German Studies major. These sections include a third session each week.

Continuing Education students and other transfer students who have not fulfilled a similar requirement must also complete one semester of expository writing, either Writing 125 or English 200 (Intermediate Expository Writing). English 200 sections are described in the listing of the English Department.

Below are descriptions of the Writing 125 sections offered in 1991-92. Students are invited to indicate a list of preferences, which will be honored as far as possible.

SEMESTER I

Writing 125A/English 120 (1)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the

Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.

Ms. Webb, Department of English

Writing 125B/English 120 (1)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements and fulfills a Group A distribution requirement. Includes a third session each week.

Ms. Hickey, Department of English

Writing 125C/Philosophy 101A (1)
Introduction to Philosophy: Plato and Aristotle

An introduction to philosophy through works of Plato and Aristotle. The course will explore a wide range of topics in metaphysics, theory of knowledge, political philosophy, and ethics. Particular emphasis will be placed on the early and middle dialogues of Plato, where Socrates is the central figure. Some consideration of followers and critics from Plotinus in late antiquity to feminist/womanist scholars of today. Emphasis on development of writing skills. Open to all first year students, this course satisfies both the Writing 125 requirement and counts as a unit for the Group B distribution requirement and the Philosophy major. Includes a third session each week.

Ms. Congleton, Department of Philosophy

125E (1) Patterns

Our focus: other cultures, whatever "other" happens to be. Our goal: learning to hear the voice of a writer (or filmmaker) speaking from within her culture, to recognize her individuality and, at the same time, to recognize the cultural influences and issues which color her writing. Course format varies each year: we may focus on a world area (the Soviet Union, Africa and African-descended cultures, the Middle East, Latin America, Asia and Asian-American cultures) or on an issue: relationships between women and men, poverty, the structure and role of the family. Fall semester sections provide special guidance for inexperienced writers or for students whose native language is not English; the spring section is open to any student interested in other cultures. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125F (1) Patterns for ESL Students

Section F will cover the same topics as Section E, but will meet a third hour each week to provide extra instruction in grammar and vocabulary for students whose native language is not English. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125G (1) Writers as Travelers

Travel writing springs from a surprising variety of motives. Marco Polo hopes the *Travels*, an account of his trip to "exotic" China, will encourage trade with that kingdom. In the *Narrow Road to the North*, the Japanese poet, Basho, undertakes a pilgrimage to sites commemorated in the poetry of his masters. Historian Jonathan Spence vividly reconstructs for us the journey of an eighteenth-century Chinese Christian to Paris in *The Question of Hu*. As we read these texts and others, we shall consider questions about the genre of travel narrative, questions about the cultural and historical importance of travel texts. We shall also look at the representation of travel in popular magazines and advertising. *Mandatory credit/noncredit.*

Ms. Sides, Department of English

125H (1) Sisters in Crime

From Nancy Drew to Miss Marple, a study of detective fiction by and about women. We will read five mystery novels from a variety of genres—hardboiled, academic, and English country house—and will compare at least one novel with its film version. Scholarly essays and standard histories of the mystery genre will provide students with models for academic writing, and papers will be on both defined and open topics.

Ms. Lynch, Department of English

125J (1) Law in Contemporary Society

We will read cases and articles about the ways in which courts have changed existing laws, and in so doing, have transformed American society. Readings will be selected from such cases as *Brown v. Board of Education* (school desegregation), *Roe v. Wade* (abortion), *In Re Brophy* (withholding of nourishment from terminally ill patients), and from recent cases on the rights of high school students, surrogate parenting, and criminal procedure. Students will write frequently during class time, in addition to writing formal essays and keeping journals on a variety of current legal issues. *Mandatory credit/noncredit.*

Ms. Viti, The Writing Program

125K, L (1) Love and Death (2 sections)

We will explore the themes of love and death as expressed by contemporary Latin American women. Prose and poetry in translation, as well as videotapes by and about Hispanic women, will provide the bases for a variety of analyses in discussion and in writing. *Mandatory credit/noncredit.*

Ms. Renjilian-Burgy, Department of Spanish

125M (1) Analyzing Culture

Why are there more nude paintings of women than of men in the European tradition? Why were nineteenth-century scientists interested in measuring the skulls of black people? Why is Donald Duck so much smarter than the criminal Beagle Boys? What is the white master like in African-American folktales? We'll consider such questions in this course as we analyze a variety of products of our culture—paintings, short stories, comic books, scientific texts, songs, poems, folk tales, gossip—paying particular attention to the ways in which these works reflect or contest the prevailing system of cultural values. Readings will include: John Berger, et al., *Ways of Seeing*, Stephen Jay Gould, *Ever Since Darwin: Reflections in Natural History*, and Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic.*

Ms. Meyer, Department of English

125N (1) Vision and Revision

This section will focus on relationships between the ideas we encounter in reading and the ideas we hold to be our own. It will include a review of English grammar. Weekly journal entries, ongoing revisions of ten to twelve short papers, and regular conferences with the instructor are required. This section is appropriate for students who have done very little writing in high school and for students whose native language is not English. *Mandatory credit/noncredit.*

Ms. Kopec, Director of Academic Assistance

125O (1) Autobiography

To write an autobiography is to tell the story of one's own past. What is the relationship between the self who tells the story and the self who lived that story? We will attempt to answer this question by focusing on some classic and modern autobiographical texts including St. Augustine's *Confessions*, Primo Levi's *Survival at Auschwitz*, and Alice Walker's *In Search of My Mother's Garden.*

Mr. Ward, Department of Italian

125P (1) The Evolving Meaning of God

An examination through our reading and writing of the thinking of several theologians from the Judeo-Christian tradition who have pondered the meaning of God for human life in the late twentieth century. Readings from Michael Goulder and John Hick, *Why Believe in God?*; Richard Rubenstein, *After Auschwitz*; Harold Kushner, *When Bad Things Happen to Good People*; Mary Daly, *Beyond God the Father*; and Sallie McFague, *Models of God.* Students who are from religious backgrounds outside of the Judeo-Christian tradition are especially welcome to take the class and augment the readings of the course with readings from their own religious traditions.

Ms. Ward, Class Dean

125Q (1) Women and Fiction

Five novels whose central characters are women will be the texts for this course. We'll probably read *Moll Flanders*, *Northanger Abbey*, *Washington Square*, and *The Awakening*; we'll consider how these novels represent women whose choices about life and work are defined by the societies in which they live. Our concerns therefore, will be both literary and social. Essay topics will be drawn from (but not strictly limited to) issues raised by the novels and in class discussions.

Ms. Bellanca, The Writing Program

125R (1) Messages

Basic instruction in writing, revising, and editing essays, designed to include the student lacking confidence in writing, or experience in writing academic prose, or both. Short readings, both fiction and nonfiction, will provide texts for a variety of writing assignments. The emphasis in class will be on developing ideas and refining them in words on paper; individual attention, as needed, to problems with the mechanics of writing and usage. *Mandatory credit/noncredit.*

Ms. Bellanca, The Writing Program

125S (1) Writing the News

This introduction to journalism provides an opportunity to practice accurate observation, keen analysis, and a clear writing style. Assignments will involve the art of interviewing, discovering new sources of information, and creating articles that range from hard news to literary journalism. Topics may include student interests, campus politics, personal profiles, and notable lectures. Students work on individual and joint editing exercises. *Mandatory credit/noncredit.*

Ms. Smith, Public Affairs

125T (1) Experiences of Learning

Study of some recent educational biographies, for example *Lives on the Boundary* by Mike Rose, *The Road from Coorain* by Jill Ker Conway, *Maggie's American Dream* by James Comer, or Dana Gioia's *New Yorker* portrait of a class with Elizabeth Bishop. These texts raise important questions about how people experience school and how they understand education. Participants will also have the opportunity to write and reflect on their own education. *Mandatory credit/noncredit.*

Mr. Hawes, Department of Education

125U (1) Public Opinions

A close look at such sources as newspaper editorials, legal decisions, political speeches, television and print advertising, and blockbuster films, to ascertain how opinions find public expression in American culture. Possible topics: abortion rights, capital punishment, freedom of speech and of the press, the legalization of illicit drugs, and the right to privacy. *Mandatory credit/noncredit.*

Mr. Cooper, Department of English

125V (1) Jerusalem: The Holy City

A study of the interplay between religion and politics that led to the designation of Jerusalem as the "holy city," through an examination of ancient and modern descriptions of the actual and the ideal Jerusalem by inhabitants, visionaries, pilgrims, archaeologists, and warriors. *Mandatory credit/noncredit.*

Ms. Nathanson, Department of Religion

SEMESTER II

Writing 125A/English 120 (2)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.

Mr. Shetley, Department of English

Writing 125B/Classical Civilization 120 (2) Epic Vision in Homer and Vergil

Gods and goddesses, heroes and heroines in Homer's *Iliad* and *Odyssey* and in Vergil's *Aeneid*. The relations between human and divine characters. Readings of the poems in translation and of recent critical essays on the epics. Emphasis on development of writing skills. Open to all first-year students, this course satisfies both the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the Classical Civilization major. Includes a third session each week.

Ms. Geffcken, Departments of Greek and Latin

Writing 125C/German 120 (2) Views of Berlin

From the brilliant cultural metropolis of the 1920s to the current "post-wall" period, the city of Berlin will provide the vantage point to survey seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the "German Question" and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the German Studies major. Includes a third session each week.

Ms. Ward, Department of German

125D (2) Women and Law

We will read cases and articles about the way courts have changed existing laws affecting American women and their roles in the workplace, the academy, and the home. Readings will be selected from such cases as *Roe v. Wade* and *Webster v. Reproductive Health Services* (abortion), *In Re Baby M* (surrogacy), and *Marvin v. Marvin* (divorce and "rehabilitative alimony"), and from recent cases on gender discrimination, affirmative action, and parental rights. Students will write regularly during class time, in addition to writing formal essays and keeping journals on a variety of legal issues. *Mandatory credit/noncredit.*

Ms. Viti, The Writing Program

125E (2) Patterns

Our focus: other cultures, whatever "other" happens to be. Our goal: learning to hear the voice of a writer (or filmmaker) speaking from within her culture, to recognize her individuality and, at the same time, to recognize the cultural influences

and issues which color her writing. Course format varies each year: we may focus on a world area (the Soviet Union, Africa and African-descended cultures, the Middle East, Latin America, Asia and Asian-American cultures) or on an issue: relationships between women and men, poverty, the structure and role of the family. Fall semester sections provide special guidance for inexperienced writers or for students whose native language is not English; the spring section is open to any student interested in other cultures. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125F (2) Whodunit

Says W.H. Auden, "For me, as for many others, the reading of detective stories is an addiction like tobacco or alcohol." Our purpose is to examine the nature of this addiction. Why do otherwise sane people read detective fiction so voraciously? What redeeming value does it have? We will learn something of the genre by reading the classics—Doyle, Christie, Hammett or Chandler—as well as one or two currently popular authors. We will also read critical essays. Recurrent themes of discussion: the nature of the detective and the nature of the plot. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

125G (2) Mexico: Behind the Mask

In this course we will read prose and poetry which focuses on the richness and complexity of Mexico's cultural soul. Authors will include Octavio Paz, Juan Rulfo, Elena Poniatowska, and Harriet Doerr. We will also examine contemporary Mexican art, particularly the work of Diego Rivera and Frida Kahlo. A knowledge of Spanish is not required.

Ms. Hall, Department of Spanish

125H (2) Two on the Aisle

This course will examine selected films and television programs from an anthropological perspective, in order to understand values, attitudes, and rituals in contemporary societies. Students will read, as well as write, reviews of the films presented. The emphasis of the course will be on the clear expression of ideas and opinions.

Mr. Campisi, Department of Anthropology

125J (2) Dreams in Literature and Film

Dreams have played a creative role in the narrative of both Western and Non-western cultures. Whether as sources of inspiration or as literary devices, dreams clearly mark the works of writers from Dante and Shakespeare to Toni Morrison, Gabriel Garcia Marquez and Maxine Hong Kingston—as well as the films of Bunuel, Cocteau, Fellini and Kurosawa. We will read (or watch) dream-related stories, films, and psychological writings, and use these sources in our weekly writing. Student work may include journal entries (including dream-journals), ongoing revisions of short papers, peer review, and regular conferences with the instructor. *Mandatory credit/noncredit.*

Mr. Hill, Department of Psychology

125K (2) Public Opinions

A close look at such sources as newspaper editorials, legal decisions, political speeches, television and print advertising, and blockbuster films, to ascertain how opinions find public expression in American culture. Possible topics: abortion rights, capital punishment, freedom of speech and of the press, the legalization of illicit drugs, and the right to privacy. *Mandatory credit/noncredit.*

Mr. Cooper, Department of English

125L (2) Women and Fiction

Five novels whose central characters are women will be the texts for this course. We'll probably read *Moll Flanders*, *Northanger Abbey*, *Washington Square*, and *The Awakening;* we'll consider how these novels represent women whose choices about life and work are defined by the societies in which they live. Our concerns, therefore, will be both literary and social. Essay topics will be drawn from (but not strictly limited to) issues raised by the novels and in class discussions.

Ms. Bellanca, The Writing Program

125M (2) Great Essays

Through discussion of a wide variety of classic and modern essays, this course will suggest the many effects an essay can produce, and the many stylistic possibilities open to students when they write. We'll look at authors with distinctive contemporary voices, like Pauline Kael and Joan Didion, great masters of the essay like Montaigne and Bacon, and authors who work in a variety of essay types, for example, Virginia Woolf, Alice Walker, and Herman Melville. *Mandatory credit/noncredit.*

Mr. Reinert, Department of English

125N (2) Facts and Passions

As investigative reporters, students will write objective articles on topics that may range from campus issues to global politics. Students will then draw from their impartial research to form opinions and argue persuasively for a particular stance or action in assignments ranging from editorials to first person essays to speeches. We will try to untangle what we believe from what we know. Students work on individual and joint editing exercises. *Mandatory credit/noncredit.*

Ms. Smith, Public Affairs

125O (2) Our Town

Our project is to analyze some examples of the architecture, town planning, and patterns of land use we know best—those back home, whether "our town" is urban, suburban or rural, big or small. Some questions: How well do our houses suit our families' life-styles? Where do poor people and minorities live in our town? Where do high-school students hang out? Where and why are businesses expanding or shrinking? How has our town been *shaped*, literally, by its history? We'll also scrutinize a few towns in literature and the movies.

Mr. Rhodes, Department of Art

125P (2) Christianity Through Women's Eyes

How have Christian women understood their religion? What are they saying abut it now? To explore these questions, we will read women's own writings—autobiographies, stories, poems, visions, sermons, exhortations, theological reflections. While we will focus on women today, we will also consider a third-century martyr, a twelfth-centuryabbess,asixteenth-centuryvisionary, and a nineteenth-century freed slave. The women chosen will represent a diversity of views—Roman Catholic, Protestant, feminist—and they will be from Africa and Latin America as well as from the U.S. and Europe. This course does not require any prior knowledge of Christianity. *Mandatory credit/noncredit.*

Ms. Elkins, Department of Religion

125Q (2) The Russians

Who are these enigmatic people? Why has their history been so unremittingly brutal? This course will explore the Russian national character through a wide variety of sources—fiction, poetry, journals, memoirs, newspapers, films. We will emphasize the spiritual crisis of the Russian people today, as their country spins towards chaos. *Mandatory credit/noncredit.*

Ms. Tumarkin, Department of History

125X (2) Writing Tutorial

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. 125X tutorial meetings are individually arranged by students with their tutors. *Open to students from all classes by permission of the instructor. Mandatory credit/noncredit.*

Ms. Stubbs, Department of English

Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

Chinese 141 (2)
China on Film

Chinese 241 (2)
Chinese Poetry and Drama in Translation. *Not offered in 1991-92.*

Chinese 242 (2)
Chinese Fiction in Translation. *Not offered in 1991-92.*

Chinese 330 (1)
Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

Classical Civilization 101 (2) (A)
Classical Literature: An Introduction. *Not offered in 1991-92.*

Classical Civilization 104 (1) (A)
Classical Mythology

Classical Civilization 120/ Writing 125B (2) (A)
Epic Vision in Homer and Vergil

Classical Civilization 215 (2) (B)
Gender and Society in Antiquity. *Not offered in 1991-92.*

Classical Civilization 243 (2) (B^1)
Roman Law

Classical Civilization 245 (1) (B^1)
Roman Slavery. *Not offered in 1991-92.*

Classical Civilization 305 (2) (A)
Ancient Epic. *Not offered in 1991-92.*

Classical Civilization 310 (2) (A)
Greek Drama in Translation

Extradepartmental 200 (2) (A)
Classical Texts in Contemporary Perspective

Extradepartmental 231 (2)
Interpretation and Judgment of Films

Extradepartmental 330 (2)
Seminar. Comparative Literature. The Fantastic in Literature

French 220
Proust and the Modern French Novel. *Not offered in 1991-92.*

German 225 (1)
Clashing Myths in German Culture. *Not offered in 1991-92.*

German 229 (2)
The Folktale: Studies in the Märchen. *Not offered in 1991-92.*

Italian 208 (2)
Italy: A Cultural Perspective. *Not offered in 1991-92.*

Italian 211
Dante. *Not offered in 1991-92.*

Italian 244 (2)
Italian Cinema

Japanese 251 (2)
Japan Through Literature and Film

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation. *Not offered in 1991-92.*

Medieval/Renaissance Studies 247 (2)
Arthurian Legends

Religion 245
Hebrew & Yiddish Literature in Translation. *Not offered in 1991-92.*

Russian 201 (2)
Russian Literature in Translation I. *Not offered in 1991-92.*

Russian 202 (2)
Russian Literature in Translation II

Russian 225 (1)
Soviet Film 1917-1980. *Not offered in 1991-92.*

Courses on Multicultural Issues

The following courses fulfill the multicultural distribution requirement described on p. 53, Multicultural Requirement:

***For those courses marked with an asterisk only the particular title or topic listed below satisfies the multicultural requirement.**

Anthropology 104 (1) (2)
Introduction to Anthropology

Anthropology 205 (2)
Social Anthropology. *Not offered in 1991-92.*

Anthropology 210 (2)
Racism and Ethnic Conflict in the United States and the Third World. *Not offered in 1991- 92.*

Anthropology 212 (1)
The Anthropology of Law and Justice. *Not offered in 1991-92.*

Anthropology 234 (2)
Urban Poverty. *Not offered in 1991-92.*

Anthropology 244 (1)
Societies and Cultures of the Middle East

Anthropology 246 (2)
Societies and Cultures of Central America and the Caribbean. *Not offered in 1991-92.*

Anthropology 247 (1)
Societies and Cultures of the Soviet Union. *Not offered in 1991-92.*

Anthropology 248 (2)
African Cultures in Modern Perspective. *Not offered in 1991-92.*

Anthropology 249 (2)
Traditional Societies of Post-Conquest South America

Anthropology 269 (1)
The Anthropology of Gender Roles, Marriage and the Family

Anthropology 275 (1)
Technology and Society in the Third World. *Not offered in 1991-92.*

Anthropology 342 (2)
Seminar. Native American Ethnology

Anthropology 346 (1)
Seminar. Colonialism, Development, and Nationalism: The Nation State and Traditional Societies. *Not offered in 1991-92.*

Art 211 (2)
African Art

Art 241 (1)
Egyptian Art

Art 246 (2)
The Arts of India

Art 247 (1)
Islamic Art & Culture

Art 248 (1)
Chinese Painting

Art 248M (1)
Arts of the Far East

Art 249 (2)
Arts of Japan. *Not offered in 1991-92.*

Art 337 (2)
Seminar. Chinese Painting. *Not offered in 1991-92.*

Black Studies 150c (2)
The Harlem Renaissance

Black Studies 200 (1)
Africans in Antiquity

Black Studies 201 (1)
The Afro-American Literary Tradition. *Not offered in 1991-92.*

Black Studies 206 (2)
Introduction to Afro-American History, 1500-present. *Not offered in 1991-92.*

Black Studies 210 (1)
Folk and Ritual Music of the Caribbean

Black Studies 215 (1)
Introduction to Afro-American Politics

Black Studies 217 (2)
The Black Family

Black Studies 223 (1)
African Development Since 1940

Black Studies 225 (2)
Introduction to Black Psychology. *Not offered in 1991-92.*

Black Studies 229
Color, Race and Class in Latin American Development

Black Studies 230 (1)
The Black Woman in America. *Not offered in 1991-92.*

Black Studies 315 (1)
Seminar. The Psychology of Race Relations. *Not offered in 1991-92.*

Black Studies 318 (2)
Seminar. Women and the African Quest for Modernization and Liberation

Black Studies 335 (2)
Women Writers of the English-Speaking Caribbean. *Not offered in 1990-91.*

Chinese 105 (1)
Master Works of Chinese Literature and Civilization

Chinese 141 (2)
China on Film. *Not offered in 1991-92.*

Chinese 213 (1)
Diverse Cultures of China. *Not offered in 1991-92.*

Chinese 241 (2)
Chinese Poetry and Drama in Translation. *Not offered in 1991-92.*

Chinese 242 (2)
Chinese Fiction in Translation.

Chinese 330 (1)
Literary Images of Women of Intellect, East and West, 18th and 19th Centuries

Economics 220 (2)
Development Economics

Economics 239 (2)
Political Economy of East Asian Development

English 114 (1)
Race, Class, and Gender in Literature

English 364 (2)
Race and Ethnicity in American Literature. Topic for 1991-92: Ghosts and Cultural Identity in American Literature

English 384 (2) *
Literature and Empire. Topic for 1991-92: The Colonial "Legacy". African and Caribbean Poets.

English 387 (1) *
Authors. Topic for 1991-92: Joyce and Rushdie

Extradepartmental 247 (2)
The New Challenge to Human Rights in a Democratic Latin America

First Year Cluster *
A Nation of Minorities: Race and Ethnicity in Contemporary America

French 249 (1) *
Fall 1991 Topic

French 330 (2) *
French and Francophone Studies. Topic a: Race, Literature and Society: French Voices from the Third World. *Not offered in 1991-92.*

History 103 (1)
History in Global Perspective

History 219 (1)
The Jews of Spain and the Lands of Islam

History 263
South Africa in Historical Perspective. *Not offered in 1991-92.*

History 264 (1)
History of Precolonial Africa

History 265 (2)
History of Modern Africa

History 270
Japan Before 1800. *Not offered in 1991-92.*

History 271 (2)
Japan Since 1800

History 275 (1)
Imperial China

History 276 (2)
China in Revolution

History 284 (2)
The Middle East in Modern History

History 286
Islamic Society in Historical Perspective. *Not offered in 1991-92.*

History 327 (2)
Zionism and Irish Nationalism: A Comparative Perspective

History 344
Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1991-92.*

History 347 (1)
The Cultural Revolution in China

Japanese 221 (1)
Topics in Japanese Linguistics. *Not offered in 1991-92.*

Japanese 251 (2)
Japan Through Literature and Film

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation. *Not offered in 1991-92.*

Music 106 (1)
Afro-American Music. *Not offered in 1991-92.*

Philosophy 202
Introduction to African Philosophy. *Not offered in 1991-92.*

Philosophy 205 (1)
Chinese Philosophy

Political Science 204 (1)
Political Economy of Development and Underdevelopment

Political Science 207 (2)
Politics of Latin America

Political Science 239 (2)
Political Economy of East Asian Development

Political Science 302 (2)
Seminar. Communist Parties and socialist societies

Political Science 305 (1)
Seminar. The Military in Politics

Political Science 307 (2)
Gender, Culture and Political Change

Religion 104 (1) (2)
Introduction to the Hebrew Bible/Old Testament

Religion 108 (1)
Introduction to Asian Religions

Religion 108M (2)
Introduction to Asian Religions

Religion 140
Introduction to Jewish Civilization. *Not offered in 1991-92.*

Religion 202
Archaeology and the Bible. *Not offered 1991-92.*

Religion 203
The Ancient Near East. *Not offered 1991-92.*

Religion 206 (2)
Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament

Religion 207
The Exodus. *Not offered 1991-92.*

Religion 208
Eighth-Century Prophecy. *Not offered 1991-92.*

Religion 226 (1)
Liberation Theology

Religion 242
Rabbis, Romans and Archaeology. *Not offered 1991-92.*

Religion 243
Women in the Biblical World. *Not offered in 1991-92.*

Religion 245
Hebrew & Yiddish Literature in Translation. *Not offered 1991-92.*

Religion 246
Biblical and Historical Themes in Modern Hebrew Literature. *Not offered 1991-92.*

Religion 251 (2)
Religions of India

Religion 253 (1)
Buddhist Thought and Practice

Religion 254 (2)
Chinese Thought and Religion.

Religion 255
Japanese Religion and Culture. *Not offered 1991-92.*

Religion 262 (1)
The Formation of Islam

Religion 263
Islam in the Modern Worls. *Not offered 1991-92.*

Religion 304 (1)
Seminar. Isaiah: Prophecy and Interpretation

Religion 305
Seminar. Job and the Problem of Suffering. *Not offered 1991-92.*

Religion 340 (2)
Seminar. The Holocaust

Religion 353
Seminar. Zen Buddhism. *Not offered 1991-92.*

Religion 356 (1)
Seminar. Ideal Society in Asian Religions

Religion 357
Seminar. Issues in Comparative Religion. *Not offered 1991-92.*

Religion 362 (2)
Seminar. Religion and State in Islam

Religion 363
Seminar. Islamic Literature. *Not offered 1991-92.*

Sociology 324 (2)
Seminar. Social Change. *Not offered in 1991-92.*

Spanish 205 (2)
Freedom and Repression in Spanish American Literature. *Not offered in 1991-92.*

Spanish 209 (1)
The Spanish American Short Narrative. *Not offered in 1991-92.*

Spanish 210 (2)
Chicano Literature

Spanish 211 (2)
Caribbean Literature & Culture. *Not offered in 1991-92.*

Spanish 215 (2)
Spanish Practicum. *Not offered in 1991-92.*

Spanish 216 (2)
Contemporary Spanish American Theatre

Spanish 228 (1)
Latin American Literature: Fantasy and Revolution

Spanish 253 (1)
The Writer and Human Rights in Latin America. *Not offered in 1991-92.*

Spanish 304 (2)
Hispanic Literature in the United States. *Not offered in 1991-92.*

Spanish 310 (1)
Senior Seminar. Latin American Women Writers

Spanish 311 (1)
The Literary World of Gabriel Garcia Marques and the Post-Boom. *Not offered in 1991-92.*

Spanish 317 (1)
Seminar. The New World in Its Literature: Conquest and Counter-Conquest. *Not offered in 1991-92.*

Women's Studies 220 (1)
Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Women's Studies 222 (2)
Women in Contemporary Society: Different Ways of Knowing

Women's Studies 250
Asian Women in America. *Not offered in 1991-92.*

Women's Studies 305 (2)
Topics in Gender, Ethnicity and Race. Topic for 1991-92: Women and Spirituality

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third Worlds

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Travel Instructions

IF YOU DRIVE

From the West:
Take the Massachusetts Turnpike to Exit 14 (Weston). Then go south on Interstate 95 (Route 128) for 1/2 mile to Route 16 Exit. Follow Route 16 West for 4 miles through the town of Wellesley to the College entrance, opposite the golf course.

From the East:
Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West, directions above.

From the North:
Take Interstate 95 (Route 128) South to Exit 22A/22 (Route 16 West). Follow Route 16 West, directions above.

From the South:
Take Interstate 95 (Route 128) North to Exit 22 (Route 16 West). Follow Route 16 West, directions above.

IF YOU ARRIVE BY PLANE

From Logan International Airport, you can travel to Wellesley by subway or by taxi. By MBTA (subway): At the airport, take the shuttle bus (free) to the Airport MBTA stop. Then take an inbound Blue Line car four stops to Government Center. Go upstairs and change to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop. (The fare is 75 cents.)

From Woodland:
Take a taxi (approximately $13.00). If necessary, call Veteran's Taxi at 235-1600. Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.

Taxi:
The taxi cost from Logan Airport and other points in the City, including tolls, is approximately $40.00. There is a small additional charge when more than three people share a cab. If no cab is available, call Veteran's Taxi at 235-1600.

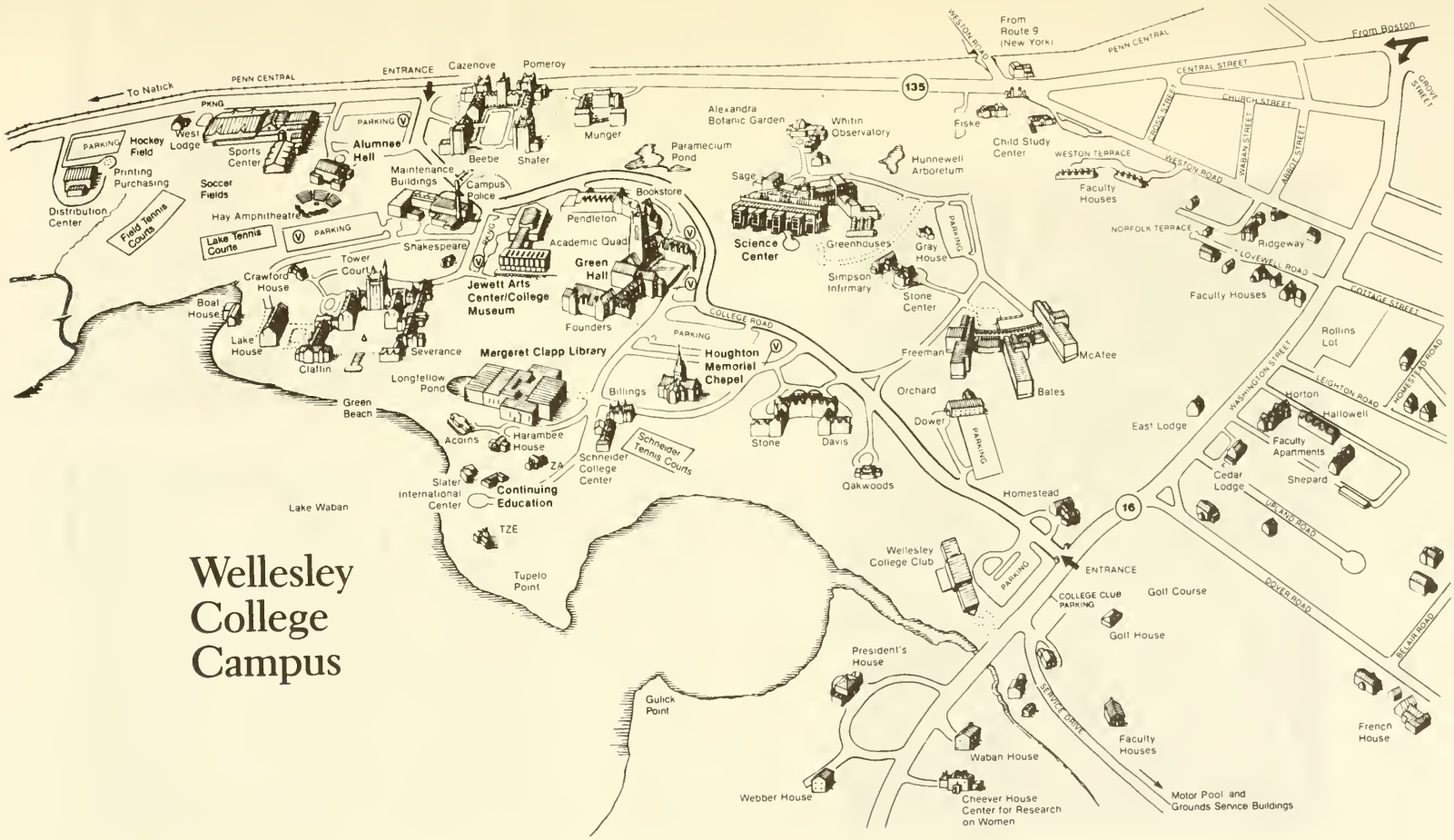
IF YOU ARRIVE BY TRAIN

Take Amtrak to South Station in Boston. From there, take the Red Line car (MBTA subway) two stops to Park Street. Change to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop (the MBTA fare is 75 cents). Then follow the above directions from Woodland.

IF YOU ARRIVE BY BUS

Take the Greyhound or Peter Pan bus to the RIVERSIDE terminal, one stop before Boston. From there, take a taxi to the College (approximately $13.00). If necessary, call Veteran's Taxi at 235-1600.

All fares quoted are subject to change.


Wellesley College Campus
To Natick
PENN CENTRAL
PKNG
PARKING
Hockey Field
West Lodge
Sports Center
Alumnae Hall
ENTRANCE
Cazenove
Pomeroy
Beebe
Shafer
Munger
Maintenance Buildings
Campus Police
Parameicum Pond
Alexandra Botanic Garden
Whitin Observatory
Hunnewell Arboretum
Fiske
Child Study Center
From Route 9 (New York)
WESTON ROAD
From Boston
CENTRAL STREET
CHURCH STREET
GROVE STREET
WABAN STREET
ABBOTT STREET
WESTON TERRACE
Faculty Houses
NORFOLK TERRACE
Ridgeway
LOVEWELL ROAD
Faculty Houses
COTTAGE STREET
Rollins Lot
LEIGHTON ROAD
HOMESTEAD ROAD
WASHINGTON STREET
Horton
Hallowell
East Lodge
Faculty Apartments
Shepard
Cedar Lodge
UPLAND ROAD
DOVER ROAD
BELAIR ROAD
French House
Golf Course
Golf House
COLLEGE CLUB PARKING
ENTRANCE
Wellesley College Club
Homestead
16
Oakwoods
Stone
Davis
Orchard
Dower
Freeman
McAfee
Bates
Simpson Infirmary
Stone Center
Gray House
Greenhouses
Science Center
Sage
Bookstore
Pendleton
Academic Quad
Green Hall
Jewett Arts Center/College Museum
Founders
Shakespeare
Tower Court
Crawford House
Boat House
Lake House
Claflin
Severance
Margaret Clapp Library
Houghton Memorial Chapel
Billings
COLLEGE ROAD
Longfellow Pond
Green Beach
Acoins
Harambee House
Schneider College Center
Schneider Tennis Courts
Slater International Center
Continuing Education
TZE
Lake Waban
Tupelo Point
Gulick Point
President's House
Webber House
Waban House
Cheever House Center for Research on Women
SERVICE DRIVE
Faculty Houses
Motor Pool and Grounds Service Buildings
Printing Purchasing
Distribution Center
Soccer Fields
Hay Amphitheatre
Field Tennis Courts
Lake Tennis Courts
V PARKING

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

The information contained in this Bulletin is accurate as of July 1991. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

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